



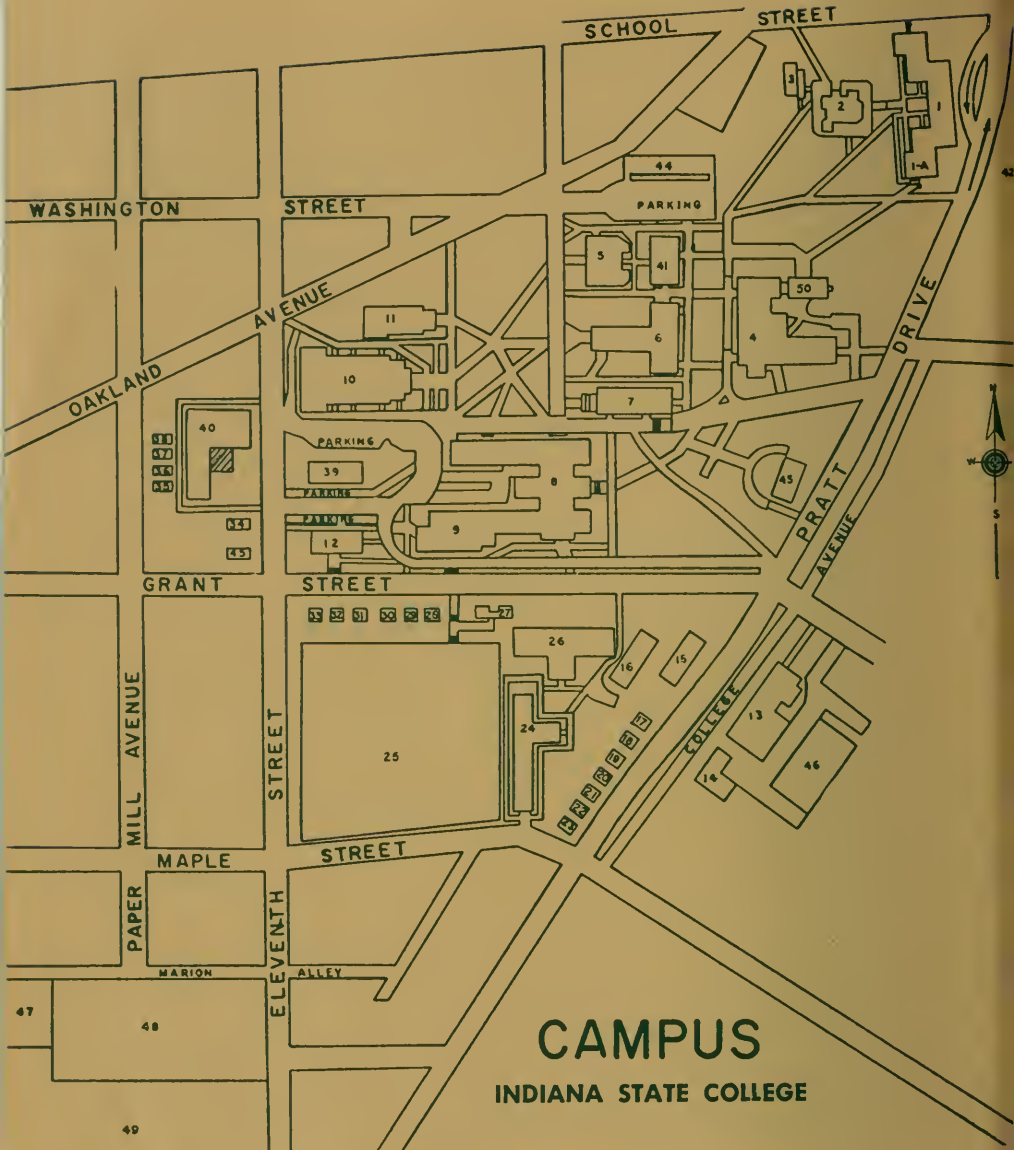
INDIANA BULLETIN

INDIANA STATE COLLEGE
INDIANA, PENNSYLVANIA

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1961-62

1962-63



KEY TO BUILDINGS

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|-----------------------|----------------------------------|----------------------------|
| 1. Whitmyre Hall | 17. Cayuga House | 35. Louise Stanley House |
| 1A. Dining Hall | 18. Susquehanna House | 36. Ellen Richards House |
| 2. Elkin Hall | 19. Tuscarora House | 37. College Infirmary |
| 3. Elkin Annex | 20. Mohawk House | 38. Lewis House |
| 4. Keith School | 21. Monegan House | 39. Stabley Library |
| 5. Wilson Hall | 22. Seneca House | 40. Cogswell Hall |
| 6. Leonard Hall | 23. Catawba House | 41. Walsh Hall |
| 7. McElhaney Hall | 24. Langham Hall | 42. Sigma Tau Gamma House |
| 8. John Sutton Hall | 25. Memorial Field | 43. Flagstone Theater |
| 9. Thomas Sutton Hall | 26. Wahr Hall | 44. Faculty Parking |
| 10. Fisher Auditorium | 27. Delaware House | 45. Delta Sigma Phi House |
| 11. Waller Gymnasium | 28. Lenape House | 46. Martin Rifle Range |
| 12. Clark Hall | 29. Ottawa House | 47. Tennis Courts |
| 13. Power House | 30. Iroquois House | 48. Athletic Field |
| 14. Shop Building | 31. Kappa Delta Rho House | 49. Athletic Field |
| 15. Greenhouse | 32, 33. Tau Kappa Epsilon Houses | 50. Special Education Wing |
| 16. Military Hall | 34. Showanese House | |

Four privately owned houses used as women's dormitories are located within one block of the main campus. These buildings are as follows: Conestoga House (835 Grant Street), Grant House (810 Grant Street), Locust House (760 Locust Street), and Washington House (240 South Eleventh Street).

INDIANA COLLEGE BULLETIN

VOLUME 67-68

FEBRUARY, 1961-1962

NUMBER 1

STATE COLLEGE

INDIANA, PENNSYLVANIA

Catalogue Number 1961 - 1963



THIS COLLEGE IS ACCREDITED BY THE NATIONAL COUNCIL FOR ACCREDITATION
OF TEACHER EDUCATION AND THE MIDDLE STATES ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS

Issued Quarterly in February, May, August and November by the
Trustees of the Indiana State College, Indiana, Pennsylvania.
Entered as second-class matter, June 30, 1913, at the Post Office
in Indiana, Pennsylvania, under Act of Congress, August 24, 1912.

THE INDIANA COLLEGE CALENDAR

1961-62 and 1962-63

THE SUMMER SESSIONS

	Pre-Session	1961-62	1962-63
Classes Begin	June	5	June 4
Session Ends	June	23	June 22

	Main Session		
Classes Begin	June	26	June 25
Session Ends	Aug.	4	Aug. 3

	Post Session		
Classes Begin	Aug.	7	Aug. 6
Session Ends	Aug.	25	Aug. 24

	First Semester		
Registration and Orientation of Freshmen (Details will be mailed)	Wed., Sept. 6	Wed., Sept. 5	
Registration of Upperclassmen	Thurs., Fri., Sat. Sept. 7, 8, 9	Thurs., Fri., Sat. Sept. 6, 7, 8	
*Classes Begin with First Period	Mon., Sept. 11	Mon., Sept. 10	
Thanksgiving Recess Begins at the Close of Classes	Tues., Nov. 21	Tues., Nov. 20	
Thanksgiving Recess Ends at 8:00 A.M.	Mon., Nov. 27	Mon., Nov. 26	
Christmas Recess Begins at the Close of Classes	Tues., Dec. 19	Wed., Dec. 19	
Christmas Recess Ends at 8:00 A.M.	Wed., Jan. 3	Thurs., Jan. 3	
* * First Semester Ends at the Close of Final Examinations	Tues., Jan. 16	Tues., Jan. 15	
Last Meeting of Saturday Campus Classes	Sat., Jan. 13	Sat., Jan. 12	

	Second Semester		
Registration	Mon., Tues., Wed. Jan. 22, 23, 24	Mon., Tues., Wed. Jan. 21, 22, 23	
*Classes Begin at 8:00 A.M.	Thurs., Jan. 25	Thurs., Jan. 24	
Spring Vacation Begins at Close of Classes	Thurs., Mar. 15		
Spring Vacation Ends at 8:00 A.M.	Wed., Mar. 21		
Easter Recess Begins at the Close of Classes	Thurs., Apr. 19	Tues., Apr. 9	
Easter Recess Ends at 8:00 A.M.	Tues., April 24	Tues., Apr. 16	
* * Second Semester Ends at the Close of Final Examinations	Wed., May 23	Wed., May 22	
Alumni Day	Sat., May 26	Sat., May 25	
Baccalaureate Services	Sun., May 27	Sun., May 26	
Commencement Services	Mon., May 28	Mon., May 27	

*Student Teachers begin prior to this date, depending upon the Center to which assigned.

**Ending date for student teachers may vary, depending upon the school calendar at various Teaching Centers.

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A.B., College of Wooster; M.S., Library School, University of Illinois
- PAUL M. WADDELL Science
A.B., Bethany College; A.M., Cornell University
- ALBERT J. WAHL Social Studies
B.S., M.S., Lafayette College; Ed.D., Temple University
- FLORENCE WALLACE Social Studies
A.B., Wellesley College; A.M., Columbia University
- JOANN E. WALTHOUR Keith School
B.S., Chatham College; Ed.M., University of Pittsburgh

- ROBERT O. WARREN Keith School
B.S., State College, Indiana, Pennsylvania; M.Litt., University of Pittsburgh
- CHARLES E. WEBER Geography
B.A., Montclair State College; M.A., Columbia University
- DON A. WILKINSON Military Science
B.S., Utah State University
- DAVID C. WINSLOW Geography
A.B., University of Oklahoma; A.M., University of Nebraska; Ph.D., Clark University
- ROBERT L. WOODARD Science
B.S., Syracuse University; M.S., State University of New York, Geneseo, New York
- MILDRED R. YOUNG Foreign Languages
A.B., Pennsylvania State University; A.M., University of Pittsburgh
- MAURICE M. ZACUR Keith School
B.S., State College, Indiana, Pennsylvania; M.Ed., University of Pittsburgh
- CYRIL J. ZENISEK Science
B.S., M.S., Ohio State University
- NORAH E. ZINK Geography
B.S., University of Utah; A.M., Columbia University; Ph.D., University of Chicago



Dr. James R. Green and Dr. M. L. Rider

SUPERVISING TEACHERS IN CO-OPERATING SCHOOLS

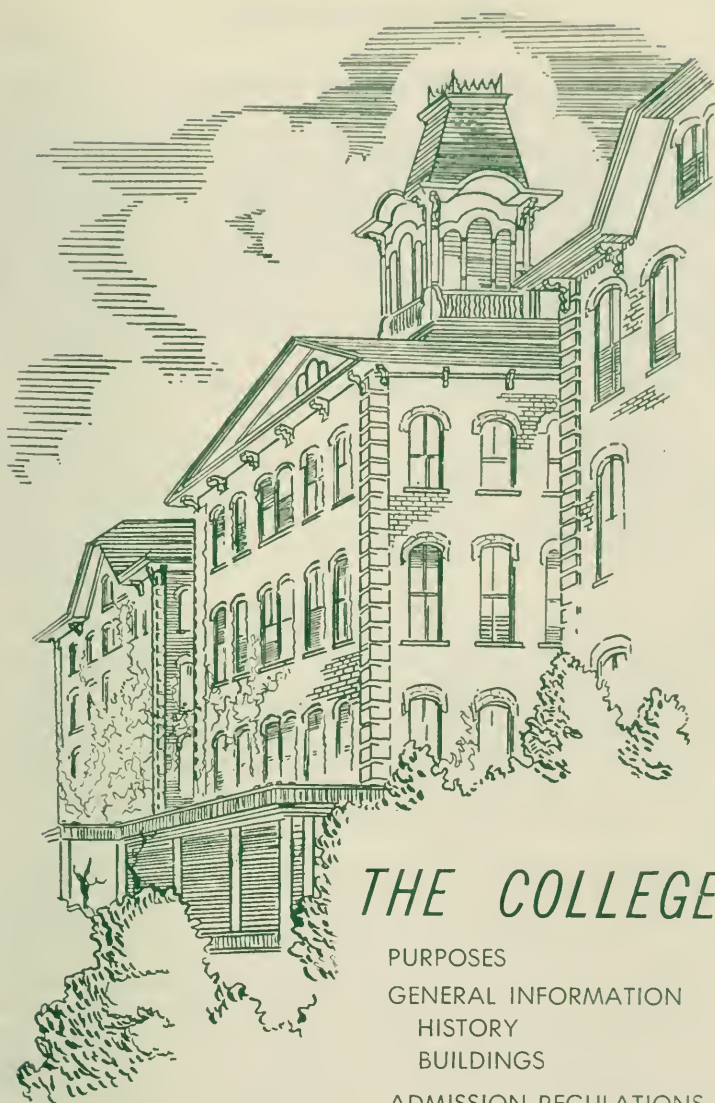
- Adams, Paul G. — Altoona
 Armstrong, John — New Kensington
 Ashworth, Edna — Indiana
 Bainbridge, Myrtle — Greensburg
 Barkman, Mabel — Altoona
 Bartges, Marie — Ligonier
 Basil, Frank J. — Punxsutawney
 Batiste, John — New Kensington
 Bechtold, Nelle — Hempfield
 Bell, Madeline — Commodore
 Bistline, Darwin H. — Altoona
 Bloomfield, Kathryn A. — Altoona
 Bohn, Russell Kenneth — Altoona
 Bowers, Edith Blanche — Punxsutawney
 Boothman, Isabelle Ruth — Hempfield
 Brennamen, Harold—Avonworth, Pittsburgh
 Brennan, John L. — Punxsutawney
 Briggs, Bruce — Butler
 Brooks, Edgar James — Altoona
 Brougher, Glenn — Ferndale
 Brunelli, Julia — Greensburg
 Bruno, Carolyn — New Kensington
 Buchanan, Kathryn — Indiana
 Buchanan, Robert — Indiana
 Buchanan, William George — Commodore
 Burnett, Thomas — New Kensington
 Butterbauch, Deryl — Altoona
 Calvo, Delfino — Derry
 Canfield, Elizabeth — Penns Manor
 Canfield, Harry A. — Indiana
 Carosella, S. Anthony — Johnstown
 Catalano, Felix John — Hastings
 Clements, Alice Stewart — Indiana
 Cale, Shirley C. — Greensburg
 Cotroneo, Anthony — Homer City
 Covode, Nora Grace — Geistown
 Cummings, Patrick — Hollidaysburg
 Criste, Walter F. — Geistown
 Crownover, Henrietta — Greensburg
 Daniels, James — Penns Manor
 Davis, Sheldon Keister — Indiana
 DeGaetano, Arveta — Indiana
 Detwiler, Ray S. — Altoona
 Doney, John Clifford — Punxsutawney
 Duncan, Sarah E. — Altoona
 Edder, Margaret — Indiana
 Ehrler, Hazel — Greensburg
 Erickson, Paul — Monroeville
 Farinelli, Joseph — New Kensington
 Fossett, Natalie — Homer City
 Faulk, John — Hempfield
 Fetterman, Gerald Richard—Punxsutawney
 Finrock, John — Greensburg
 Fiscus, Paul — Butler
 Fisher, Betty — Greensburg
 Fleming, Dorothy S. — Indiana
 Fleming, Harold Lee — Penns Manor
 Fox, Wells M. — Hempfield
 Fullerton, Gurney — Penns Manor
 Gates, E. Jean — Altoona
 Garrity, James Patrick — Greensburg
 George, James — Indiana
 George, Velma B. — Indiana
 Gerhart, Wade — Greensburg
 Gillman, Ralph Elmer — Johnstown
 Glassford, Helen — Indiana
 Graf, Carl E. — Altoona
 Green, Elizabeth — Indiana
 Green, S. Elizabeth — Geistown
 Groer, Walter Frank — Pittsburgh
 Handler, Gertrude — Indiana
 Harmon, Daniel — Homer City
 Hauch, Emmabelle — Johnstown
 Hawk, Roxie — Indiana
 Heaton, Mary Ellen — Indiana
 Heckler, Vieve Wonder — Windber
 Helm, Francis — Indiana
 Hile, Joan — Clymer (Penns Manor)
 Hill, Marybelle — Indiana
 Hill, Willa Mae — Hempfield
 Herceg, John — New Kensington
 Hoffman, Wilbert H. — Altoona
 Hogg, Leroy — Jeannette
 Holstein, William — Indiana
 Holt, Catherine Elizabeth — Marion Center
 Horrell, Paul — Derry
 Houk, Sara — Indiana
 Hunter, Betty Stewart — Indiana
 Hunter, Sheldon — Westmont
 Hunter, Robert — Ferndale
 Ifft, Edith — Butler
 Ivansic, Rudolph — Johnstown
 Jamison, Clair — Homer City
 Johns, Beverly — Geistown

- Johnson, Esther — Butler
 Johnston, C. Waldo — Indiana
 Jones, David — Indiana
 Jones, Martha H. — Eensburg
 Joseph, Lambert — Indiana
 Kasperik, Sophia — Derry
 Kauffman, F. Emerson — Hempfield
 Kazmer, Alma Bagley — Barnesboro
 Kelley, John Kermit — Blairsville
 Kendall, Elsie — Elders Ridge
 Kepple, Helen G. — Johnstown
 Kerr, Grace Marjorie — Johnstown
 Kinkead, Ralph Victor — Greensburg
 Kline, W. Robert — Indiana
 Kordes, Clarence M. — New Kensington
 Kowallis, Gerald — Penns Manor
 Krapinak, Stephen — Kittanning
 Krouse, Hazel — Altoona
 Kunkle, Jean — Indiana
 Lang, Thomas — Commodore
 Lawson, James — Butler
 LeVan, Sarah Louise — Altoona
 Lewis, Betty — Indiana
 Lingafelt, Donald P. — Altoona
 Lang, Thalia W. — Indiana
 Lubold, Martha A. — Commodore
 Lynch, Robert Emmett — Johnstown
 Lynch, Robert — Hempfield
 McCormick, Helen — Greensburg
 McCoy, Ronald — Armagh
 McCullough, LaRue Helen — Indiana
 McGregor, Dorothy — Altoona
 McJunkin, Wilma — Indiana
 McKelvey, James G. — Indiana
 McQuilkin, Theodore — Indiana
 Mandell, Harry Edward — Pittsburgh
 Markle, Ruby — Derry
 Matisko, John — New Kensington
 Mayer, Nova Ruth — Windber
 Meneely, Clyde R. — Punxsutawney
 Metzler, Lois P. — Altoona
 Minder, John W. — Hempfield
 Mish, Edward — Blairsville
 Mitchell, Melvin Scott — Punxsutawney
 Montgomery, Katherine — Greensburg
 Monti, John C. — Altoona
 Morgan, Raymond W. — Johnstown
 Moses, Charles E. — New Kensington
 Nix, James M. — Indiana
 O'Leary, Robert — Monroeville
 Oliver, Frank G. — New Kensington
 Orlidge, Walter — Johnstown
 Owens, Lucille — Jeannette
 Palmer, Nelson P. — Butler
 Patrick, Dolores Mae Abraham—
 Greensburg
 Paul, Edith — Johnstown
 Petronchak, Michael — Fard City
 Pfarr, Margaret A. — Johnstown
 Pifer, Edna Mary — Punxsutawney
 Pina, Bruno — Penns Manor
 Pollack, George Raymond — Indiana
 Porter, Helen — Indiana
 Puff, Margaret Catheline — Butler
 Rager, Leola — Ferndale
 Rankin, James Ragers — Indiana
 Recupero, Mary — Indiana
 Reichart, Lillian — Ford City
 Reighard, Clyde — Westmont
 Rhodes, Izeta — Johnstown
 Rink, Ruth — Indiana
 Ritzert, Gertrude — Butler
 Roberts, Florence Elizabeth —
 New Kensington
 Rugh, Roberta Jane — Greensburg
 Ruland, Dorothy — Indiana
 Rutter, Gilbert — Hempfield
 Servinsky, Stanley Charles — Indiana
 Schall, Mildred Fennell — Ford City
 Schell, Raymond I. — Indiana
 Schrock, Dorothy N. — Commodore
 Shaffer, Frank — Indiana
 Shane, Joseph — Indiana
 Shaw, Francis — Punxsutawney
 Sheetz, Herbert S. — Altoona
 Shields, Matthew — Hempfield
 Short, Ralph — Hempfield
 Shuster, Stephen — Greensburg
 Slezak, Walter — Greensburg
 Smith, Andrew — Fard City
 Smith, Francis — Punxsutawney
 Sowers, Harold L. — Ford City
 St. Clair, Robert W. — Penns Manor
 Stathes, Georgia — Derry
 Stephens, John — New Kensington
 Stephens, Lucille — New Kensington
 Stewart, Madge Burns — Kittanning
 Stewart, Marion H. — Butler

Stockdale, Mildred — Punxsutawney	Weaver, Marion — Ford City
Stong, Harold Eugene — Altoona	Weber, Madge — Ford City
Stormer, William C. — Ebensburg	West, Martha — Homer City
Stright, Virginia — Indiana	Westrick, Louise — Johnstown
Stroud, Marian — Ford City	White, Marilyn Keener — Greensburg
Thomas, Alta — Johnstown	Wilden, Helen Lucille — Indiana
Thompson, Elizabeth — New Kensington	Wille, Gladys F. — Clymer (Penns Manor)
Thompson, Marian McMurray — Indiana	Wilson, Thomas — Punxsutawney
Thompson, Martin E. — Ford City	Wood, Dorothy — Punxsutawney
Thompson, Paul A. — Homer City	Wood, Francis — Altoona
Vorlage, Ethel — New Kensington	Yon, Jon F. — Altoona
Vecellio, Jean — Heilwood	Yorko, Gerald — Butler
Walker, Gertrude H. — Indiana	Young, Elsie T. — Indiana
Walter, Clair H. — New Kensington	Young, Margaret — Greensburg
Waryck, William V. — Hollidaysburg	Barkhymer, Jessie T. — Johnstown
Watta, John — Armagh	Fitzmaurice, Vincent — New Kensington
Waugaman, Sara — Greensburg	Gessler, Caroline — Homer City
Wagner, Quentin — Hempfield	Giles, Leah — Commodore
Wean, Jean — Elders Ridge	Puckey, Marian R. — Altoona



Dr. John E. Davis and Dr. E. S. Hoenstine



THE COLLEGE

PURPOSES

GENERAL INFORMATION

HISTORY

BUILDINGS

ADMISSION REGULATIONS

FEES, DEPOSITS,

REPAYMENTS

SCHOLARSHIPS AND LOANS

REGULATIONS OF

THE COLLEGE

SPECIAL SERVICES

STUDENT ORGANIZATIONS

PURPOSES OF THE COLLEGE

The State College at Indiana, Pennsylvania, recognizes the importance of general education for all students. The primary function of this college is to prepare every student intellectually, physically, spiritually, socially and professionally for adult life which will bring all of the rewards which come from the traditional liberal education which marks institutions of higher learning. The college recognizes that every teacher, whether he prepares himself to teach children in the elementary grades, in the high school, or in some special field needs a profound understanding of life values which comes from broad experiences in all areas of learning.

Intellectually. Every student who attends Indiana is challenged intellectually by a competent staff in those understandings and appreciations which are so essential to the educated person. In acquiring competence in language considerable emphasis is placed upon the importance of reading, writing, speaking, and listening in new comprehensive communication courses in which each student engages. To give the student rich background of heritage, he studies the cultures of the world, the history of mankind, his music, his art, and his literature. Every student is expected to know something of the physical world in which he lives and gains an insight into this area of learning through his courses in the physical sciences and the biological sciences. Recognizing that appreciations as well as understandings are essential to the liberally educated person, all students spend some time in courses which deal with the arts, especially in the graphic arts and in music.

Physically. The physical development of students, although recognized by the Greeks as essential, was for many years considered of little importance in institutions of higher education. Fortunately today, the mental and physical health of all college students has been given greater emphasis. At Indiana an attempt has been made to provide as many opportunities as possible for men students to participate in some kind of varsity athletics. This part of the physical development program has not been extended, however, at the expense of a broad physical activity program in which hundreds of men and women of the college participate. Athletics have been rightfully considered as a part of the program for physical development and not as a means of using the special talents of a relatively few students to provide advertising of questionable value for the college.

Spiritually. The State College at Indiana not only provides for the intellectual and physical development of a student, but also emphasizes those spiritual values so essential to a well adjusted personality. Here one will find more than two thousand students who are enrolled in church-affiliated clubs in the town and several

hundred who are active in the Student Christian Association, a co-educational religious organization. One will find weekly and monthly meetings of church groups, morning watches at times of religious holidays, monthly vesper services in which students participate and religious exercises conducted by students at the college convocations. One will find an active participation in a religion-in-life week at which time religious leaders of all faiths meet with students in large groups and in small discussion conferences to consider spiritual life problems. Indeed, spiritual growth of students at a state institution need not be neglected and it is not at Indiana.

Socially. No less important than the intellectual and physical development of a student is his personal and social growth. At Indiana there are on the campus more than eighty student organizations through which student participation provides an opportunity for personal and social development. The primary function of all these organizations is to assure for every student a chance to develop to the best of his ability desirable personal and social traits.

Emphasis is placed at the college upon student participation in the administration of college affairs. Most men and women students, through dormitory councils, make and enforce their own rules and regulations with respect to their living conditions. The student government of the college, through the student council, recommends rules and regulations for the administration of student affairs. All social activities of the college are carried out through the Student Cooperative Association which levies and collects the activity fee and prepares and administers its own budget. This Cooperative Association finances the college publications, the cultural life programs, the student bookstore, and student union and other services directly related to the students' social life.

At the present time the college is developing more fully its student personnel program. Beginning with an orientation program in the freshman year, which seeks to induct students into college life and social life, this student personnel service seeks to assist every student throughout his college career. Better coordination is now being sought among the various services of the college which are related to student welfare such as the instructional service, testing service, health service, clinical service, and others. An advisory program, which provides a faculty adviser for each student, guides effectively the personal and social growth of all students.

Professionally. The main function of the college, however, is the professional preparation of the student for teaching in the public schools of the Commonwealth of Pennsylvania, acquired through experiences in professional education and in the laboratory school.

It is this unique function which Indiana is especially equipped to perform. Every student is given a broad understanding of the principles of child growth and development, the principles of learning and the principles of teaching. No longer is it believed that one who knows his subject field acquires in some subtle way the techniques and skills necessary to teach others. Even more important, however, is the practicum in teaching which only teachers colleges have the facilities and the staff to provide. On the Indiana campus, for example, is one of the most modern, well-equipped, and well-staffed laboratory schools in the Commonwealth. In this school, which is operated and administered exclusively by the college, are 350 students and 14 specially-trained supervisors whose sole responsibility it is to initiate students in the actual teaching situation.

At Indiana, there is a well-balanced and effective program for the intellectual, physical, spiritual, social, and professional growth of college students. The unique function of the state college at Indiana is to be found in the professional preparation of students for this is the special task of this institution of higher learning. Even though the college does provide a sound liberal education for all, Indiana is a professional school and it maintains the special facilities and specially-trained staffs for the purpose for which it exists. Indiana seeks not only to provide a general education for all students but thorough professional education as well, for this is the main function of the college.

THE COLLEGE, PRESENT AND PAST

A state-owned and state controlled institution for higher education devoted exclusively to the preparation of teachers for the public schools of Pennsylvania, the State College at Indiana has six curricula all four years in length which lead to the degree of Bachelor of Science in Education and the Provisional College Certificate in the field of the student's election.

The following six curricula are offered:

An Elementary Curriculum designed primarily to prepare teachers for the kindergarten and grades one to six, inclusive.

A Secondary Curriculum designed primarily to prepare teachers for junior and senior high schools.

An Art Curriculum designed primarily to prepare teachers and supervisors of art in the public schools.

A Business Education Curriculum designed primarily to prepare teachers of commercial subjects in the public schools.

A Home Economics Curriculum designed primarily to prepare teachers of home economics in the public schools.

A Music Education Curriculum designed primarily to prepare teachers and supervisors of music in the public schools.

The college also gives a program leading to the master of education degree with a major in elementary education or a major in one of the secondary education fields or guidance counseling.

In addition the college at Indiana now offers curricula leading to a bachelor of science degree in education for dental hygienists and public school nurses. Dental hygienists take two years work at an approved technical school and the last two at Indiana. Nurses take three years at an approved nursing school and an additional 45 semester hours work at Indiana.

The college is an approved and fully accredited member of the Middle States Association of Colleges and Secondary Schools and of the American Association of Colleges for Teacher Education, the two acknowledged accrediting agencies for institutions in this region. The fact that this college is a member of these two organizations is of immediate personal importance to the individual student in two ways: first, the student may transfer college credits from one approved institution to another without loss in case he finds it necessary to change colleges; and second, the student who is a graduate of an approved institution is eligible for a better teaching position.

Throughout the entire history of the College at Indiana, great emphasis has been placed on maintaining high academic standards and providing adequate facilities conducive to individual and group growth. The present record and reputation enjoyed by the College have evolved during an eighty-five year history. Growing out of the need for a teacher training institution in western Pennsylvania, the General Assembly passed an act in the legislative session of 1871 granting aid to the establishment of a normal school in the ninth district at Indiana.

The first building was completed and opened for students on May 17, 1875. This building, named John Sutton Hall in honor of the first president of the Board of Trustees, is still in use and in excellent condition. The steady growth of the school has caused a continuous expansion in its building program, which includes a men's dormitory, Walter Murray Whitmyre Hall, first occupied in September, 1952, a new Leonard Hall, a classroom building first used in September 1954, Corrine Menk Wahr Hall, a women's dormitory opened in May, 1960, J. Nicholas Langham Hall, a men's dormitory opened in May, 1960, Matthew J. Walsh Hall, a science and mathematics classroom building, opened in May, 1960, Cogswell Hall, a music building, opened in May, 1960, and Rhodes R. Stabley Library, scheduled to be opened in May, 1961.

Many new buildings have followed that edifice of tradition—John Sutton Hall. The size and natural beauty of the college campus offer ample opportunity for recreation in an environment conducive to personal enjoyment. The main campus of the college originally 23 acres with one building is now composed of 62 acres on which are located fifteen principal halls, twenty-five other buildings, and three athletic fields. The College Lodge, located a few miles from Indiana, is surrounded by 100 acres of wooded hillside. This not only offers opportunity for nature study by science and conservation classes but also provides an ideal setting for numerous social activities of the college.

In April, 1920, entire control and ownership of the school passed to the Commonwealth of Pennsylvania. In May, 1927, by authority of the General Assembly, the State Normal School became a college with the right to grant degrees. The name was then changed to the State Teachers College at Indiana, Pennsylvania. In 1960, the name was changed to State College at Indiana, Pennsylvania, deleting the word "Teachers."

Since the founding of the college in 1875, Indiana has graduated approximately 18,500 students, and since the college became a degree-conferring institution in 1927, about 9,000 degrees have been granted. Many of the graduates are organized into a strong Alumni Association with units active in many sections of Pennsylvania and also in New York, Michigan, and the District of Columbia. The Alumni Association cooperates with the college in many projects designed to better the college and for the welfare of the students.

Located in Indiana Borough, Indiana County seat, in the foothills of the Alleghenies at an elevation of about 1,300 feet, the Indiana College is ideally situated for cleanliness and beauty. The College is easily accessible by automobile over excellent state highway routes coming from all sections of the state. These leading routes are route 422 east and west, route 80 northeast and southwest, and route 119 north and south. Bus passenger services operate on frequent schedules to and from Indiana and all nearby cities and towns including Pittsburgh, Altoona, Johnstown, Butler, Punxsutawney, Kittanning, Dubois, Ridgway, New Castle and others. Indiana is also served by bus connections with the main line of the Pennsylvania Railroad at Johnstown and Pittsburgh.

GROUNDS AND BUILDINGS

The campus of the college at Indiana is frequently described as one of the most beautiful small college campuses in the country. The campus proper located in the central section of the Indiana community, contains about sixty-two acres of land twenty-three of which were in the original area. New athletic playing areas were

recently acquired in the community area known as the Glassworks immediately southwest of the main campus. In the center of the campus is the historic oak grove about which are grouped the main buildings, forming three sides of a quadrangle. The rest of the campus is made beautiful by a careful distribution of shrubs, flowers and vines artistically arranged.

John Sutton Hall is the largest building. In addition to housing more than 600 women students, it contains the post office, parlors and recreation rooms, the President's apartment, an excellent laundry and ironing room, a shampoo room, and sorority rooms.

Thomas Sutton Hall, erected in 1903, an addition to John Sutton Hall, contains the kitchen, dining rooms, and dietitian's office on the first floor, and housing for fifty-two women students on the second and third floors.

Clark Hall, named in honor of Justice Silas M. Clark, a former member of the Board of Trustees, was erected in 1906 on the site of a building burned that year. It was used as a men's dormitory until 1924; from 1924 until 1960 it served as a dormitory for women. It has now been reconverted into an administration building containing offices for the president, the deans, graduate studies, public relations, business, and other administrative offices. A coffee shop and student lounge are on the ground floor.

Wilson Hall was erected in 1893 as the model school and was named for A. W. Wilson, third president of the Board of Trustees. From 1941 until 1960, the building served as the library for the college. In 1960-61 it continues to serve as the library but is in the transition stage with the opening of the new library in the spring of 1961. From 1961 on Wilson Hall will have become a general classroom building.

The Rhodes R. Stabley Library named for the late Dr. Rhodes R. Stabley, chairman of the English-speech department from 1941 to 1958, is scheduled to be completed in the spring of 1961. The three story building will eventually house 125,000 books and provide study room for about 400 students.

An instructional program in the use of library tools and reference books is carried on by the staff to develop needed skills in library use. The well organized general holdings of 60,000 volumes are enhanced by the reference collection, 350 current magazines, extensive files of bound and microfilmed magazines and newspapers, state and federal documents, pamphlets, and curriculum materials.

Most materials are available by the "open stack" system which encourages the habit of using books freely. Students having access to all library materials can broaden their education through browsing, as well as widen their interests through intellectual reading.

Comfortable reading areas have been arranged in the library. Exhibits and displays are frequently changed as a means of arousing interest and supplying information.

Leonard Hall, named for Jane E. Leonard, for many years preceptress of Indiana Normal School, was erected in 1903 as a recitation building, and was destroyed by fire on April 14, 1952. A new Leonard Hall was constructed by the General State Authority and opened in September, 1954. The new building contains classrooms, laboratories, faculty offices, and the Indiana Film Library.

David J. Waller Gymnasium was completed in 1928. It contains two gymnasiums, a fine swimming pool, and all the equipment that goes to make up an efficient physical-education plant.

Jean R. McElhaney Hall, completed in 1931 houses the art, business education, and home economics departments, one entire floor being given to each department. This building, both in appearance and in equipment for efficient work, is recognized as one of the finest educational buildings in the state.

John S. Fisher Auditorium, completed in 1939, has a seating capacity of 1600, and a well-equipped stage large enough to accommodate a cast of 100 people. Its design facilitates the presentation of intimate drama to a small group or super-spectacles to capacity audiences. Light, air, and sound may all be mechanically controlled by the director of any presentation.

John A. H. Keith School, completed in 1939, provides for a complete elementary and junior-high-school program for observation and demonstration. The tenth year has been added to the junior high school, expanding it into a four-year organization. The junior high school provides for courses in the following fields: academic, commercial, home economics, and industrial arts. Facilities are provided for physical education, student clinics, a library, music and art studios. A fine demonstration room, with seats for 180 observers, is a unique feature of the building.

Special Education Building. This building to be completed sometime in 1961 is a wing of John A. H. Keith School and will house the speech, reading, and psychological clinics and a classroom.

Elkin Hall and six acres of land were bought in 1947. The home has been renovated and houses the foreign language department.

Military Hall, a war-surplus structure erected in 1947, is located on Grant Street. It contains offices, storage rooms and two classrooms for the Reserve Officers Training Corps.

The College Lodge is an important location in the instructional and recreational life of the college. Owned by students and faculty,

the 100 acres of wooded hillside with its rustic lodge and three shelter houses, not only offers opportunity for nature study by science and conservation classes, but is in frequent demand for picnics, meetings, and winter sports.

Houses owned by the College and bordering the campus are occupied principally as dormitories by men and fraternities.

Catawba House located at the corner of Maple Street and College Avenue provides facilities for group meeting rooms and serves as the headquarters for the Indiana Art Association.

Shawanese House located at 430 South Eleventh Street temporarily houses the Speech and Reading Clinics and the Psychological Clinic and will soon be used as housing for men students.

Cayuga House located at 524 Pratt Drive houses offices and one classroom for the Department of Military Science and Tactics.

Whitmyre Hall, named for Walter M. Whitmyre, who retired as dean of men in 1954 after serving for thirty-seven years, was completed in 1952. The dormitory houses 220 men students, recreational rooms, music practice rooms, the dean of men's apartment, and the Whitmyre Dining Hall.

Langham Hall, named for Judge J. Nicholas Langham, Indiana County Judge for twenty years and a member of the Board of Trustees of the College for fourteen years, was completed in 1960. This dormitory houses 185 men students, a large recreation area, lounges, study rooms, laundry room, and an apartment for the assistant dean of men.

The new Student Union, which was completed in the fall of 1960 houses a co-educational recreation center, the cooperative bookstore and offices, some student publication offices, and other recreational facilities for students. This building is owned and operated through the Student Union Association Inc. and the Student Cooperative Association Inc.

Cogswell Hall, named in honor of Mr. and Mrs. Hamlin E. Cogswell, former music department chairman and his wife — a teacher who composed the Alma Mater, is located on South Eleventh Street. The building, housing music and art classrooms, practice rooms and studios, and a recital hall, was completed in 1960.

Wahr Hall, named for Corinne Menk Wahr of the class of 1916 who left a large sum of money to the college for scholarship purposes, is located immediately adjacent to Langham Hall. This dormitory, housing 152 women students, recreation room and lounges, and quarters for an assistant dean of women, was completed in 1960.

Walsh Hall, named for Dr. Matthew J. Walsh, longtime professor and dean of instruction at Indiana, is located to the immediate east of Wilson Hall. This building, housing science and mathematics classrooms for 200 students as well as faculty offices, lecture demonstration areas, a museum, and seminar rooms, was completed in 1960.

The Greenhouse of the College is used as an experimental and demonstration laboratory by the Science Department in the conducting of biology courses.

The College Infirmary is located behind Cogswell Hall off S. 11th St. on Papermill Avenue.

Louise Stanley and Ellen Richards Houses, located at the rear of Cogswell Hall off S. 11th St., are used by the seniors of the home economics department for participating in practical home management problems based on actual family needs and expenditures.

Iroquois House on Grant Street is comfortably furnished and has convenient kitchen facilities. The Non-Resident Women's League uses the house as a headquarters and lounge for commuting women.

Home Economics School Lunchroom is located on the ground floor of Thomas Sutton Hall. Juniors enrolled in School Lunchroom Management I prepare and serve lunches to Keith School pupils, the College faculty and commuting students.

Memorial Athletic Field, developed in 1949 as a memorial to students and alumni who served their country in World War II, is located south of the main campus off Grant Street. This field, seating five thousand persons, is the site of intercollegiate football games. This field will be used during the fall of 1960 but in 1961 football will probably be played on the new athletic field because it is anticipated that the Memorial Athletic Field of the fall of 1960 will become the site for a home economics building and dining room and possibly two more dormitories.

The New Athletic Field consisting of about 20 acres is being developed off S. 11th and Glass Streets. Already developed there are a new baseball diamond, six all weather tennis courts, and other facilities including a track. A football stadium is in the process of being developed in this area and a new million dollar fieldhouse is to be placed in this vicinity.

Three new dormitories are scheduled to be constructed in the near future. Two of them on the Memorial Athletic Field and one on the Elkin property.

HOW TO APPLY FOR ADMISSION

1. Application papers and college catalog are available upon request to the Registrar's Office, Indiana State College, Indiana, Pennsylvania.
2. The college will accept application papers from any applicant who has completed his junior year of high school.
3. All applicants are required to have taken the College Entrance Examination Board Scholastic Aptitude Test. Arrangements for these tests should be made through the high school principal or guidance counselor.
4. Results of College Board tests taken during the junior year in high school will be accepted if scores meet minimum requirements for admission.
5. All applicants are required to visit the campus on designated dates for orientation and personal interviews. The college will notify them when to report to the campus to satisfy this requirement for admission.
6. Applicants for admission to the Art Department and to the Music Department must meet the requirements listed above and in addition will take the Art Aptitude test or the Music Aptitude test on the same day as they have their interviews.
7. Applicants for admission who have attended other colleges or universities will follow the same general admission requirements but must in addition file an official transcript of their college record and a statement of honorable dismissal.
8. No action on any application will be taken by the admissions committee until all the necessary steps for admission have been completed and all required information is in the hands of the committee.
9. All admission information should be mailed to the Dean of Students' Office, Indiana State College, Indiana, Pennsylvania. The following must be in the hands of the admissions committee before any action can be taken on any application:
 1. Application blank (blue form)—with advance deposit fee of \$25.00 in the form of check or money order made payable to the Commonwealth of Pennsylvania.

2. High school transcript (white form)
3. Medical examination blank (yellow form)
4. Official transcript of CEEB scores
5. Report of personal interview on campus
6. For Art and Music students the results of the Art or Music Aptitude test
7. For transfer students the official transcript and statement of honorable dismissal

College Entrance Examination Board Scores. All applicants to Indiana State College are required to take College Entrance Examination Board tests. Arrangements for these examinations should be made through your high school guidance counselor or by writing directly to the Educational Testing Service, Box 592, Princeton, New Jersey. Applicants are encouraged to take these examinations during their Junior year in high school to insure early action on their applications for admission to college.

Advanced Standing. The following regulations govern admission of students with advanced standing.

1. A student desiring to transfer from another college must submit an official transcript of the work taken at his former college together with a statement of honorable dismissal.
2. Credit will be given for acceptable courses pursued in accredited collegiate institutions in which the student has made a grade above the lowest passing grade in the institution in which the work was done. Where grades are marked on a percentage basis, work graded five percent above the minimum passing grade will be accepted.
3. All students who are candidates for a degree shall be required to arrange a program of studies approved by the Dean of Instruction. Any student desiring to pursue any part of this program at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction.

No credit can be given for correspondence work toward limited certification unless such work was completed previous to September 1926.

A student transferring from another college will be required to meet the same requirements as any other applicant. A student transferring 64 hours or more will be excused from Freshman tests. Students transferring less than 64 hours may be excused from some or all Freshman tests if they have a transcript of their test record sent to the college.

Any other student must take the tests or submit his test records with his transcript of credit. No student may obtain a certificate or degree without a minimum residence of one year in this College. Junior Standing can be attained only after attendance at Indiana for one semester.

Absence and Tardiness. The college has no cut system of absenteeism. In case of absence or tardiness, the student will fill out a blank and present it to the teacher for admission to the class.

The teacher will pass judgment on the merits of the excuse and handle the matter accordingly.

The blanks will be available at any department office.

This plan puts the responsibility first upon the student, second upon the teacher, and third upon the Dean of Instruction, who may in turn furnish the adviser and the Dean of Men or the Dean of Women with whatever information is necessary for a follow-up.

Whenever a teacher feels that any student has been absent or tardy to an extent that might endanger scholastic standing, the teacher will report the fact promptly to the office of the Dean of Instruction.

Grades. The following grades are used in reporting the standing of students at the end of each semester or summer term: A, excellent; B, good; C, average; D, passed; F, failed; I, incomplete.

A grade of F can be cleared only by repeating the course in the regular way. The grade of I is used to record work which so far as covered, is of passing grade, but is incomplete because of personal illness or other unavoidable reason. It must be made up within two months after the student returns to college.

Quality Points. Quality points are assigned as follows: Grade A, 4 quality points per semester hour; B, 3 quality points per semester hour; C, 2 quality points per semester hour; D, 1 quality point per semester hour and F, no quality points.

To qualify for graduation, a student must have secured twice as many quality points as the number of semester hours he has

earned in this college toward his degree. Quality points are not counted on grades from other schools and a student transferring from another school is held responsible for quality points only on work taken in this College.

Advisory System. Purpose of the advisory system is to assist the student in his orientation to college life. Each student is assigned to a faculty adviser who confers with him relative to his program, his activities, his academic work, the evaluation of his progress and his education in values. At mid-semester teachers make reports of unsatisfactory work to the student's adviser. The adviser consults with the student reported with the thought of assisting him to improve his status by the end of the semester.

Grade Reports. About a week after each semester or summer session a full report is given or mailed to every student. Parents do not receive reports as it is assumed that college students are sufficiently mature and trustworthy to report the facts to their parents.

Criteria Governing Continuance in College. It is expected that a student shall earn twelve hours and twenty-five quality points each semester to continue in good academic standing. A student earning less than 17 quality points in a semester will be dismissed from College.

A student who has earned less than twelve hours and twenty-five quality points in a semester but more than 17 quality points may continue on probation for one semester. During the semester that the student is on probation he will carry a limited program of studies not to exceed 15 semester hours. Where feasible, courses in which he received "D" or "F" grades will be repeated. If the student fails to clear academically by earning 12 semester hours and 25 quality points during the semester of probation, he will be dismissed from the College.

The student who is dismissed from the College under these circumstances will be provided with one opportunity to request readmission to the College and restore himself to good academic standing. He may return to the College after the lapse of at least one year to pursue a complete summer session program consisting of 12 semester hours of work. All grades received for the 12 semester hours must be "C" or better to earn the student the opportunity to request readmission at the conclusion of the summer session.

If the student chooses to avail himself of the procedure provided for him to seek readmission, it will be his responsibility to notify the Office of the Dean of Instruction and Office of the Dean

of Students by April 1st of the year in which he plans to take the full summer session program. It will also be necessary for him, at that time, to pay his advance deposit fees to provide for his registration in case he is readmitted in the fall semester. If he is not readmitted the fee will be returned.

Classification of Students. Students are placed in one of four classes according to progress towards graduation.

A freshman has less than 30 semester hours and 62 quality points.

A sophomore has at least 30 semester hours and 62 quality points but has not attained junior standing. (Transfers having 30 or more semester hours are so classified for one semester.)

A junior has applied for junior standing and has been approved. (See Junior Standing explanation, below.)

A senior has been approved for junior standing and has earned 96 or more semester hours. (Persons holding degrees may be classified as seniors.)

Junior Standing. The main purpose of junior standing is to assure certain students that success in the teaching profession is evident; also, that the college intends to recommend him as a teacher if he continues his progress at the same level.

Requirements established for junior standing emphasize the fundamental areas in which the student must develop. It is more than a look at the scholastic record although deficiencies in a student's education must be filled.

Formal admission to junior standing is a requisite for continuing the program in teacher education. Students will make application for admission to junior standing during their fourth semester which is just prior to the time they will be beginning an intensified program of professional work. The applications are taken under advisement for approval or disapproval by the Committee on Professional Standards.

Students must meet the following requirements to obtain approval for junior standing:

1. The scholastic record must be "C" average or better for the first two years of work taken by the student, with a minimum of 62 semester hours, and the student must continue in good standing.

2. A passing grade must be attained in Communication I and Communication II. Students who transfer English credits to Indiana and are given credit for Communication II must attain at least a "C" grade in Communication I. If less than a "C" is earned, it will be necessary for the student to take Communication II.
3. An adequate level of achievement as measured by the sophomore examinations in Reading, Writing, Mathematics, Social Studies, and Science will be required. A student who fails any one of the examinations must repeat the test or tests the next semester or summer session he is in college. Some students may be advised to take additional course(s) in the areas where test scores are lowest.
4. The voice must be pleasing and free from objectionable qualities. Students who have failed to pass the speech test are required to take corrective work in the Speech Clinic until their deficiencies, if remediable, have been overcome. Irremediable cases are given special consideration by the committee.
5. A well-balanced record of extra-curricular activities should have been developed in college or home community.
6. The student must have the endorsement of his department. A student who fails to receive the endorsement of his department should clarify his standing with the department or change his major field.

After the first application for Junior Standing only one department change will be permitted. If the student, after his first application, changes his department it is his responsibility to see that his new department has every opportunity to evaluate him as a candidate for approval as a teacher in that particular area. Students who fail to meet the above requirements will be given one semester or summer session to make them up. Students who fail to clear their deficiencies at the time of the second application will be dismissed from the college. The student so dismissed from the College may seek readmission after the lapse of one year.

In this procedure for junior standing the student is treated as an individual who has his own hopes, skills, and desires. Not everyone may be a successful teacher but the College hopes to aid every student in achieving a successful life. If in the junior standing process it is found that the student is not suited for the teaching profession, the college will endeavor to assist him in making an adjustment to a new objective.

Credentials will be examined by the Committee on Professional Standards and decisions will be reached on the basis of all evidence available.

Eligibility for Student Teaching. No student will be permitted to do student teaching unless he holds a Certificate of Junior Standing. Also, he must continue to have a "C" average.

Student teaching in the summer session is restricted to those who have had previous student teaching in this school or several years of actual teaching experience. Application to do student teaching during the summer session should be made before May 15. .

Select Curriculum For Degree Work. Every student entering the State College, Indiana, Pennsylvania, selects one of the six degree curricula offered at this College. All curricula are four years in length, and all lead to the degree of Bachelor of Science in Education or in some specific field of education and entitle the graduate to the Provisional College Certificate in the field of his election. Any student who desires to pursue any part of the selected curriculum at a different institution will be required to secure, in advance, the approval of such courses from the Dean of Instruction. Formal application for a degree and a certificate must be made by each candidate for a degree. Consult the individual curriculum for further details.

Provisional College Certificates. The Provisional College Certificate is issued to each graduate and entitles him to teach the subjects indicated on the face of the certificate for a period of three years. Three years of successful teaching and the completion of twelve semester hours of additional approved credit enables the holder to have his Certificate made permanent. This is a life certificate to teach the subjects in his field in any public school in the State. The number of semester hours credit needed for permanent certification seems likely to increase in the years to come.

The holder of a college certificate in the elementary field may be certified for teaching in the secondary field by adding about 30 hours in secondary education, including six hours' student teaching in the secondary grades, and securing 18 hours of approved credit in a major field or in each of several major fields of secondary education.

The holder of a college certificate in the secondary field or in one of the special fields who wishes to secure certification in the elementary field must secure 30 semester hours of approved training in work definitely organized for the preparation of elementary-school teachers.

GRADUATE STUDIES AT INDIANA STATE COLLEGE

Graduate work leading to the Master of Education degree has been available at Indiana State College since September 1957. At present the graduate student may earn this degree by working in any one of the following fields: Biology, Elementary Education, English, Geography, Guidance, Mathematics, Physical Science, Science, and Social Studies.

In each of the nine programs the thirty hours of course work required for the degree is divided into four categories. The first category involves subject matter concentration in which the student completes from 14 to 22 hours of work. The second area includes 4 to 10 semester hours of work in the area of professional studies and may include a thesis. In the third place every student must take one two-hour course in foundations of education, and finally a two-hour course in Elements of Research is required.

The student has a choice of completing the research requirements for this degree either by preparing a thesis for which 2 to 4 semester hours of credit may be given, or he may complete all thirty hours in course work and, in addition, prepare a research project.

To be eligible to take work in the Indiana Graduate Program a student must:

1. Present a Bachelor's degree from a college or a university that has been accredited by its regional accrediting agency.
2. He must present a transcript of his undergraduate work showing a 2.5 honor point value for all four years of his undergraduate work. The 2.5 assumes a grade of A to have 4 honor points per credit hour, a grade of B to have 3 honor points per credit hour, a grade of C to have 2 honor points per credit hour, and a grade of D to have 1 honor point per credit hour.

If the applicant's undergraduate record does not meet this 2.5 honor point value, he may be admitted by making a satisfactory score on the entrance qualification examination.

3. The applicant must present a Pennsylvania Teaching Certificate or its equivalent. This implies that he have an undergraduate major in the field in which he wishes to concentrate on the graduate level.

For detailed information on the Graduate Program at Indiana, one should write to the Director of Graduate Studies, Indiana State College, for a copy of the Graduate Bulletin. This publication explains the steps necessary for admission, the requirements for the degree, and an explanation of each program.

FEES, DEPOSITS, REPAYMENTS

(Subject To Change)

Basic Fee for Regular Session. The basic fee for each student in each curriculum is charged as follows:

	Semester
Elementary Curriculum	\$100.00
Secondary Curriculum	100.00
Art Curriculum	118.00
Business Education Curriculum	112.00
Home Economics Curriculum	127.00
*Music Education Curriculum	145.00

This fee covers registration and the keeping of records of students, library, student welfare, health service (other than extra nurse and quarantine), and laboratory facilities.

Students taking NINE or fewer semester hours shall pay at the rate of \$11.00 per semester hour. Students taking more than NINE semester hours shall pay the regular basic fees; basic fees for special curriculums shall be prorated on the basis of an eighteen semester hour load.

Housing Fee. The housing fee for students is \$306.00 per semester. This includes room, meals, and limited laundry. For rooms with running water there is an added charge of \$9.00 per student per semester. No reduction in the rate is to be made for laundry done at home or for absence of students who go home for a few days at a time.

Student Activity Fee. An activity fee is collected from all students and administered through the Student Co-operative Association under regulations approved by the Board of Trustees. This fee of \$20.00 per semester covers the cost of student activities in athletics, lectures, entertainment, student publications, etc., and is payable in one sum for the semester at the time of registration. No activity fee is charged for Saturday campus and extension classes.

Late Registration Fee. Each student registering after the date officially set for registration is required to pay an additional fee of \$1.00 per day until the student is in regular attendance (except when permission for late registration has been secured in advance from the President because of illness or other unavoidable causes), provided that the total amount of the late Registration Fee shall not exceed \$5.00. The same regulation shall apply to approved inter-semester payments.

*This fee includes private instruction for all work which may be assigned by the Chairman or by the student's adviser, but does not include fees listed under "Private Instruction in Music" on next page.

Fees For Out-Of-State Students. Students whose legal residence is out of the State of Pennsylvania, pay the regular basic fee of \$100.00 per semester plus an out-of-state fee of \$168.00 per semester. Out-of-state-students enrolled in curricula other than elementary or secondary pay additional basic fees as follows: Art, \$18.00; Business Education, \$12.00; Home Economics, \$27.00; Music Education, \$45.00.

SPECIAL FEES

Private Instruction in Music. A charge of \$24.00 per semester is made for one lesson per week in voice, piano, band or orchestral instruments to persons not registered in the music department. Members of the music department who wish additional private instruction other than that assigned by the Chairman (and included in their \$145.00 basic fee) pay the same rate for this extra private instruction.

The fee for practice use of piano, band, or orchestral instruments for one period per day is \$6.00 per semester. The fee for practice use of the pipe organ one period per day is \$36.00 per semester. If state-owned instruments are not available, the music department will assist in securing instruments from individuals for students at the current rate of \$8.00 per semester.

Damage Fee. Students are responsible for damages, breakage, loss, or delayed return of college property.

Infirmary Fee. After three days in the college infirmary the College shall charge students who regularly eat in the college dining room an additional \$1.00 for each day. Students who room at the college but do not eat in the college dining room shall pay \$3.00 per day after the third day. Day students admitted to the infirmary pay board at the rate of \$3.00 a day. This charge includes the regular nurse and regular medical service but does not include special nurse or special medical service.

Degree Fee. A fee of \$5.00 to cover the cost of a diploma must be paid by each candidate for a degree.

Transcript Fee. A fee of \$1.00 is charged for the second and each subsequent transcript of records.

Delinquent Accounts. No student shall be enrolled, graduated, or receive a transcript of his records until all previous charges have been paid.

Other Charges. In addition to the above fees the average student will require approximately \$75.00 per semester for books, gymnasium costume, student organization dues, etc.

Military Clothing Deposit. A deposit of \$5.00 must be made by all students at the time of registration, if enrollment in the ROTC is included. Any balance remaining in the deposit after losses of military clothing have been deducted will be returned at the end of the college year, or sooner, if the student terminates his enrollment in the ROTC.

Advance Registration Deposit. A deposit of \$25.00 must be made by all students when registration is requested. A check or money order for this amount must be drawn to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. This is a guarantee of the student's intention to enter college for the term or semester designated. This money is deposited with the Department of Revenue to the credit of the student's basic fee.

Private Accounts. As a convenience to students, personal deposits may be made in the Student Co-operative Book Store and drawn against by countercheck from time to time. A small fee will be charged for this service.



Keith School Classroom

SUMMER SESSIONS FEES

Basic Fee for Six-Weeks Summer Session. The fee for the regular Summer Session is \$11.00 per semester hour. A minimum basic fee of \$33.00 is charged.

Basic Fee for Three-Weeks Pre- and Post-Sessions. The basic fee for the Pre- and Post-Sessions is \$11.00 per semester hour. A minimum basic fee of \$33.00 is charged.

Basic Fee for Special Curricula. In addition to the above fee for the summer sessions, students enrolled in the special curricula will pay the following additional basic fees:

	Summer Session	Pre- Session	Post- Session
Art	\$ 6.00	\$3.00	\$3.00
Business Education ...	4.00	2.00	2.00
Home Economics	9.00	4.50	4.50
Music Education	15.00	7.50	7.50

Activity Fee. For the regular summer session the fee is \$7.00 and for the pre- or post-summer sessions, \$3.50.

Housing Fee. For the regular summer sessions the fee is \$102.00 and for the pre- and post-sessions, \$51.00. This fee includes room, meals and limited laundry. Rooms with running water carry an extra charge of \$3.00 for the six weeks session. Students who request a double room to occupy alone pay an additional \$2.00 per week.

Out-of-State Fees. Students who are not residents of Pennsylvania will pay a basic fee of \$15.00 per semester hour with a minimum charge of \$45.00 for each session. If enrolled in the special curricula they will pay the same special curriculum fees as resident students who are Pennsylvanians.

REPAYMENTS

No refunds will be made to students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from college.

For personal illness, if certified to by an attending physician, or for other reasons approved by the Board of Trustees, the housing and basic fees for that part of the semester which the student does not spend in college will be refunded.

TIME OF PAYMENTS

Payment in full of all Pre-Session fees	June 5, 1961
Payment in full of all regular Summer Session fees	June 26, 1961
Payment in full of all Post-Session fees	August 7, 1961
Payment for the first half of first semester, September 6-9, 1961	
Payment for the second half of first semester, November 2-6, 1961	
Payment for first half of second semester	January 22-24, 1962
Payment for second half of second semester	March 21-23, 1962

Payment for the entire semester may be made in September and January if desired. Above dates are for 1961-62. Dates for 1962-63 will be about the same. Exact dates for 1962-63 may be secured from the college registrar or business office.

HOW BILLS AND CHARGES ARE TO BE PAID

All bills, including basic fee, housing fee, extra room rent and special department fees are payable at least nine weeks in advance. Checks should be made payable to the Commonwealth of Pennsylvania. If a money order is used it must be payable at Harrisburg, Pennsylvania. Checks or money orders must be presented in the exact amount of the account. Book Store purchases are on a cash basis.

Students will not be permitted to enroll for any semester until all bills previously incurred have been paid; nor will credit be certified to other institutions or to the Department of Public Instruction until all overdue accounts have been paid.

Students desiring to leave school before the close of a semester must report to the president, dean of instruction, registrar and to the business office to settle all unpaid accounts.

Meal tickets for visitors can be obtained in the Slater Company office.

All checks must be made payable to the Commonwealth of Pennsylvania, except for the activity fee, which should be made payable to the Treasurer of the Student Co-operative Association.

SCHOLARSHIPS AND LOANS

State Scholarships. The Department of Public Instruction annually awards scholarships on the basis of competitive examinations held on the first Friday of May of each year. These are awarded in each county and senatorial district in the state. Each scholarship is worth \$200 a year for four years and may be used at the State Colleges. Inquiries concerning State Scholarships should be sent to Dr. Charlot G. Coffroth, Assistant Director, Credentials Evaluation, Department of Public Instruction, Harrisburg, Pennsylvania.

Corinne Menk Wahr Scholarships. Through the generosity of Corinne Menk Wahr, Class of 1916, approximately fifteen scholarships are awarded each year to worthy students. The amounts range from one hundred to one hundred and forty-four dollars, payable in the designated amount for each of four years. Applicants for Wahr Scholarships must be residents of Pennsylvania and must be interested in the teaching profession. Applications may be secured from the Dean of Students. In any one year as many as eighty students may be receiving a total of \$9,000 of Wahr Scholarship money. Policy governing the scholarship fund is established by the Board of Trustees and administered by a committee appointed by the President of the College.

Each year seven scholarships worth \$144.00 per college year are awarded to outstanding seniors from high schools in Armstrong, Blair, Cambria, Indiana, Jefferson, Somerset, and Westmoreland counties. Applications for these scholarships are made directly to the county superintendents of schools in the respective counties.

Eight Wahr merit recognition scholarships of fifty dollars each are given each year to students at the college for excellence in certain fields as follows: The student who excels in athletics; the student who contributes the most to campus welfare; the student who does the most to promote the fine arts; the student showing the most initiative in bringing new ideas or action to the Indiana campus; the student evidencing the most professional promise as a teacher; the student with the highest scholarship during the first three years of college; and the student who writes most effectively; and the graduate student with the most commendable record.

Clark Scholarship. The Lieutenant Alpheus Bell Clark Memorial Scholarship was established by Mr. and Mrs. Steele Clark, Cherry Tree, Indiana County, in memory of their son. The sum of fifty dollars will be awarded each semester to that young man or woman, a senior in the College and a resident of Indiana County, who in the opinion of a committee chosen by the President, best qualifies for the honor in terms of academic ability, leadership, and service to the College with preference going to a veteran, or a son or daughter of a veteran.

Morris Scholarships. The Helen Wood Morris Scholarships were established by Lieutenant-Colonel L. M. Morris, of Altoona in memory of his wife, a graduate of the College. The sum of one hundred dollars will be awarded annually to students selected by a committee named by the institution, one award to a sophomore, the other to a junior. Students chosen must be in the highest quarter of their class, must be in need of financial assistance, and must have demonstrated worthiness in terms of character, personality, leadership and American citizenship.

Presser Foundation Scholarship. The Presser Foundation of Philadelphia awards two scholarships each year to music students at the Indiana State College. Interested music students should apply through the chairman of the music department.

Kappa Delta Pi Scholarship. The Kappa Delta Pi Scholarship was established by the Beta Gamma Chapter of this college to honor that member of the sophomore class who is judged to be the ideal college student. This award of twenty-five dollars is made each year by a committee of the local chapter and is awarded on the basis of scholarship.

American Federation of Women's Clubs Scholarships. Four scholarships of \$100 each are offered annually to students in the art education department. Funds for these scholarships have been provided by the Western Pennsylvania Branch of the American Federation of Women's Clubs.

Syntron Foundation Scholarships. Through the Syntron Foundation of Homer City, four scholarships of \$300 are awarded annually to freshmen. Preference is given to graduates of Laura Lamar, Blairsville and Indiana High Schools. Sixteen scholarships good for four years are in effect each year. Applications must be filed with the Dean of Students by February 1.

Extension Homemakers Scholarships. Homemakers participating in the Home Economics Extension program contribute funds annually for scholarships to be given to sophomores, juniors or seniors who are majoring in home economics in several colleges in the state. Indiana awards four on the basis of 4-H experience, need, scholarship and other outstanding characteristics.

Ethyl V. Oxley Scholarships. Each year the Alumni of the Home Economics Department awards \$50 scholarships to one, two or three outstanding students in the department. Awards are based on evidence of such characteristics as dependability, initiative in worthwhile professional experiences, accepting responsibility, social sensitivity and sincerity in dealing with people, sense of values, personality and scholarship.

Anonymous Mathematics Scholarship. An alumnus of the College has established a \$50.00 scholarship award which is given

annually to an upper classman in the mathematics department. The recipient is selected by the mathematics department faculty and is based on academic ability and need.

Hannah Kent Schoff Memorial Scholarship. Annually a scholarship worth six hundred dollars (\$600) will be awarded to two entering freshmen at Indiana State College. Applicants must be graduates of Pennsylvania High Schools who wish to prepare for teaching. Application forms may be obtained by writing the Dean of Students' Office, State College, Indiana, Pennsylvania. Applications must be filed prior to March 1st of each year.

Harriet Farr Davis Scholarship in the Fine Arts. This scholarship worth fifty dollars (\$50) is awarded each year to a senior in the Art Department who best meets a number of criteria established for this award. This scholarship was established by Dr. Guy P. Davis, a retired member of the faculty, in honor of his wife, Harriet Farr Davis.

Alpha Omega Gamma Scholarship. The Alpha Omega Gamma Scholarship was established by the Honorary Geography Fraternity to honor that Freshman geography major who attains the highest overall scholastic standing. This award of twenty-five dollars (\$25) is made each year by a committee of the local chapter in consultation with the Dean of Instruction.

Jane E. Leonard Memorial Loan Fund. This loan fund was established several years ago and has been built up largely through the work of the faculty and alumni. The fund now totals about \$30,000. The governing board in charge of granting loans consists of a faculty committee appointed by the president of the College. The plan in operation provides for the granting of loans to sophomores, juniors and seniors with interest at two per cent, payable at maturity of the loan. In special cases of emergency a freshman may arrange for a short-term loan during his second semester in college. The maximum outstanding loan to any student cannot exceed \$400. Applications are available at the Dean of Students' Office.

Thirty-day loans not to exceed \$20 are available to all students in cases of emergency. No interest is charged. These loans are available upon application to the Dean of Students, Dean of Men, or Dean of Women.

National Defense Student Loan Program. The National Defense Student Loan Program was authorized by the enactment of Public Law 85-864, the National Defense Education Act of 1958. The law requires that each borrower be a full-time undergraduate or graduate student, that he be in need of the amount of his loan to pursue his courses of study, and that he be, in the opinion of his institution, capable of maintaining good standing in his chosen courses of

study. The law further provides that special consideration in the selection of loan recipients be given to (a) students with a superior academic background who express a desire to teach in elementary or secondary schools and (b) students whose academic background indicates a superior capacity or preparation in science, mathematics, engineering, or a modern foreign language. A student may borrow for college expenses in one year a sum not exceeding one thousand dollars (\$1,000), and during his entire course in higher education, a sum not exceeding five thousand dollars (\$5,000). Applications are available upon request at the office of the Dean of Students.

Men's Varsity "I" Loan Fund. The Men's Varsity I Club has built up a loan fund for members of varsity athletic teams in good standing. Members may borrow not more than \$150.00 per year. Loans are made for a reasonable period of time and are interest free for the first year. Thereafter the interest rate is two per cent per annum.

Veterans. Indiana is approved to offer training under the Korean G. I. Bill (Public Law 550) and Public Law 894 (disabled Korean veterans). Students who are entitled to training under one of these bills should contact the Dean of Men, who also serves as Veterans' Counselor, immediately after being accepted for admission to Indiana. The office of the Veterans' Counselor is in room 101, Whitmyre Hall.

Children of a deceased veteran whose death was due to service-related causes may be eligible for educational assistance from the Federal Government under Public Law 634 (War Orphans' Educational Assistance Act). Immediately upon acceptance to Indiana, men and women who may qualify for such assistance should contact Veterans Administration to determine their eligibility. They should report to the Dean of Men before registering at the College if the Veterans Administration approves their training under Public Law 634.

REGULATIONS OF THE COLLEGE

Enrollment in the College implies an agreement on the part of each student to comply with the customs of the College and to obey the regulations.

Women's Dining Room Policy. All freshman, sophomore, and junior women living in college dormitories or the college operated houses shall take meals in the college dining room unless excused by the Dean of Women for good cause. Senior women may eat in the dining room if they so desire. All arrangements for off-campus meals must be made with the Dean of Women before June 1 or January 15. Seniors living off campus who wish to eat in the dining room shall notify the Dean of Women before June 1 or January 15. This policy is subject to change at the close of any semester. Any changes in dining room status during the semester must be approved by the Dean of Women.

Women's Housing Policy. All minor single women except those living with immediate relatives, those working for room and board in approved private homes, graduates of other institutions, or veterans are required to live in college dormitories or college operated houses. Married women are expected to arrange for accommodations off campus.

Senior women will find living quarters in town. Names may be placed on a waiting list for dormitory space should such be available.

Note: Working for room and board constitutes the giving of twenty hours of work in exchange for room and meals. There shall be no exchange of cash monies except where the employer feels that the employee has done more than her share, or where extra work is done over and above the twenty hours.

Up to April 15, those students who have paid the advance deposit fee will have rooms assigned to them as follows: If they desire to keep the rooms they have, these rooms are re-assigned to them, unless for some reason it is felt wise or necessary to withdraw students from said rooms. As soon after April 15 as possible, the remaining rooms are chosen by lot. Only students who have paid the room reservation deposit may reserve a room for the following year. Otherwise, their assignment to a room is cancelled and they take a place on the list of entering students.

General supervision of the personal and social welfare of women students is exercised by the Dean of Women and head residents. Student body, faculty, and administration cooperate to maintain high standards of social life and conduct. Privileges are granted according to official class ratings based on academic achievement. Restrictions which are put upon the freedom of students are felt to be necessary for successful study and living conditions and for the well-being of the group.

Participation in dormitory government is vested in the Women's Collegiate Association, of which all resident women are automatically members. Representatives from each living unit make up the Council, which serves as a clearing house for discussing difficulties and making recommendations concerning dormitory problems. A Judicial Board administers and enforces association regulations.

Men's Housing Policy. Campus rooming facilities are under the supervision of head residents, student hall counselors, house heads or fraternity presidents responsible to the Dean of Men and Assistant Dean of Men. This group assists in effecting orderly procedures in resident living. All men, whether living on or off the campus, are expected to abide by the rules and regulations of the College.

Whitmyre Hall is reserved for freshman men. A limited number of freshmen are assigned to live in Langham Hall. The balance of this dormitory is assigned to sophomores, juniors, and seniors.

All freshmen, except those who commute from home daily, or who live with relatives, or who are married, shall live in one of the dormitories, or other college property when accommodations are available. Other non-commuting students entering Indiana for the first time shall live in college property when they can be accommodated.

Likewise, upperclass non-commuting men under 21 years of age, shall live in one of the dormitories or other college property when space is available unless excused by the Dean of Men. Assignments to one of the dormitories or college owned, non-fraternity houses will be made only when individuals cannot be accommodated in their own fraternity houses. Priority for assignments shall be to sophomores, juniors, and seniors, in that order.

Spaces not used in college owned fraternity houses by their members will be assigned to non-members at the discretion of the Dean of Men.

Non-commuting men who cannot be accommodated on the campus are expected to select rooms in town from an approved list compiled in the office of the Dean of Men. All financial arrangements are the responsibility of the student and the landlord. The Assistant Dean of Men is responsible for supervising men who rent rooming accommodations in town.

The foregoing policy may be changed at the end of any semester.

Men's Dining Room Policy. Since the college is primarily a dormitory school where meals are provided, all non-commuting students are expected to take meals in a college dining hall, insofar as accommodations are available. The following statements are based on this policy.

1. All non-commuting freshman men and transfer students living in college buildings or college operated homes or renting rooms in town, shall eat in a college dining room unless excused by the Dean of Men.

2. Sophomore and junior men living in college property shall eat in a college dining hall when space is available unless excused by the Dean of Men. Senior men living in college property may eat at the college if they wish, provided space is available, but they shall make arrangements with the Dean of Men before June 1, or January 15.

3. Sophomore and junior men living in college buildings who wish to request exemption from eating in a college dining room shall make arrangements with the Dean of Men before June 1 or January 15.

4. Sophomore, junior and senior men living off campus who wish to eat in a college dining room may do so as long as space is available but they shall make arrangements with the Dean of Men before June 1 or January 15.

5. Cooking in rooms in college buildings is absolutely forbidden.

6. Assignments to a college dining room are on a semester basis except in cases of emergency and when excused by the Dean of Men.

7. This policy is subject to change at the close of any semester.

Baggage. All baggage is delivered to the basement of the dormitory to which the student is assigned. Luggage should be plainly marked with the student's name and, if the room assignment has been made, should also bear the room number. Students living in college owned or college controlled houses should mark their baggage with the street address.

Laundry. Ten plain pieces per week plus a maximum of four towels may be sent to the college laundry. Three items which require ironing may be done for men students. However, only two men's shirts will be ironed, plus one pair of wash-trousers. No items will be ironed for women students. The college provides each student with a laundered sheet and pillow case each week plus a laundered bed spread twice a month. All pieces sent to the laundry must be plainly marked with the owner's name identified by sewed-on name tapes or indelible ink. Cash's name tapes may be ordered in department stores, or mail orders may be sent direct to the J. & J. Cash, Inc., South Norwalk, Conn. Charges are nominal.

An excellent laundry and ironing room with modern equipment is maintained on the ground floor of John Sutton Hall for the use of women students. Also, laundry facilities are available in Langham Hall for men who reside there.

Student Supplies. Students who live in college dormitories are furnished bed linen and bedspreads. Each student must provide blankets, towels, soap, needed toilet articles, etc. Curtains and draperies are provided in Whitmyre Hall, John Sutton Hall, Thomas Sutton Hall, Wahr Hall, and Langham Hall.

Students must also furnish their own gymnasium attire and towels. The Physical Education Department requires regulation gymnasium and pool equipment, which are purchased in the College Book Store.

Each student is required to own a good college dictionary, approved by the English Department. Such a dictionary costs about \$6.00 and can be purchased in the College Book Store. Core courses in English require the dictionary as a standard text; other college courses use it extensively.

Vacation and Guest Charges. Students do not remain at the college during Thanksgiving, Christmas, Easter, or summer vacation. Students and teachers are responsible for meals of their guests at current transient rates. The transient rate for meals is as follows: breakfast, 50 cents; lunch, 75 cents; dinner, one dollar.

A charge of one dollar is made for overnight guests. Arrangements should be made with the House Director, or Dean of Women, or Dean of Men, depending on the dormitory involved.

Fire Precautions. Students are not permitted to use or to have stoves, heaters or cookers, or other equipment for producing fire or heat in their rooms. Such equipment is prohibited by fire regulations and will be removed and confiscated by the fire inspector.

Smoking in women's dormitory rooms with the exception of Wahr Hall is absolutely forbidden, due to the fire hazard. Radios are permitted. Extension cords are not allowed, and double sockets only as approved by the electrician.

The Handbook. The Student Council publishes a handbook which is given to all students. This handbook contains information concerning college organizations, procedures, and routines and is a great help to all students. Another publication, the Freshman Information Booklet, is especially useful in the orientation of freshmen.

Day Students. Accommodations for women day students are provided in John Sutton Hall and Iroquois House. Similar quarters for men day students are located in Whitmyre Hall. Library facili-

ties provide pleasant study conditions for non-resident students. Students through their House Committee assume responsibility for care and use of rooms set aside for them. Day students may purchase lunches in the College Cafeteria, the Student Union, or the Clark Hall Coffee Shop.

SPECIAL SERVICES

College Infirmary. Off S. 11th Street behind Cogswell Hall is located the infirmary which is thoroughly equipped for all routine work. Three registered nurses are on the infirmary staff. Medical service is provided by a physician who comes daily to the infirmary. Twelve beds are available where resident students may have three days' free hospitalization. See page 36 for infirmary fees.

Chest X-Rays. For several years the State Health Department has given chest X-rays to all freshmen and seniors free of charge. This service has been an important step in controlling and preventing tuberculosis in the State.

Office Hours. Monday through Friday: 8:00 A.M. to 12:00 Noon; 1:00 P.M. to 5:00 P.M. Saturdays: 8:00 A.M. to 12:00 Noon. Offices are not open Saturday afternoons and Sundays. Offices close at 4:00 P.M. in June, July and August.

Library Hours. Monday through Friday: 7:45 A.M. to 5:00 P.M.; 7:00 P.M. to 9:00 P.M. Saturday 7:45 A.M. to 5:00 P.M., Sunday: 2:30 P.M. to 5:00 P.M.

Special Clinics. Three clinics at the college offer diagnostic testing and remedial services in the following areas:

Psychological Clinic — personal, vocational, and educational counseling, and diagnosis of academic and behavior problems.

Reading Clinic — diagnosis and remedial programs for reading disabilities.

Speech Clinic — diagnosis and remedial programs for the speech handicapped.

These services are made available to the students regularly enrolled at the college as well as to supervisory officials and classroom teachers in the college service area without charge. College students who need help in any of the problem areas suggested above are encouraged to seek the help of the clinic concerned. Every effort is made to help students remove deficiencies which would interfere with their successful progress in college.

Reserve Officers' Training Corps. The United States Army has a unit of the Reserve Officers' Training Corps at the college. Male freshman students are expected to take and pass one year of mili-

Views and Scenes
at
Indiana State College
Indiana, Pennsylvania

















tary science. Upon graduation from the regular college course and successful completion of the Reserve Officers' Training Corps Program, the student will receive a second lieutenant's commission in the United States Army Reserve. To make this program possible, deferments from the draft are issued to the students successfully meeting the College and ROTC requirements. Upon graduation, the former student serves on active duty for a period not to exceed two years, if called by the Secretary of the Army. This enables the student to obtain his college degree and then fulfill his obligation to his country. College credit for participation in the Reserve Officers' Training Corps is given in lieu of credit for physical education.

Placement Service. The services of the Placement Bureau are available to all students of the College who receive certification. Placement services are also available to students enrolled in our graduate courses. The directors of the various departments take an active interest in the placement of their graduates. Co-ordination of effort is secured through a central committee. The bureau supplies credentials to employers who are seeking applicants for positions and serves as a center where graduates may keep their records up-to-date. Alumni are using the bureau increasingly. Teaching positions are not guaranteed by the College, but Indiana's record of placement is one of the very best in Pennsylvania. The Placement Bureau also receives and makes available to graduates and undergraduates lists of vacancies in summer camp counseling.

Student Employment. Students are employed on a part-time basis in a number of departments on the campus. Positions are filled on the basis of financial need and the special abilities required in certain jobs. Students are assigned to such jobs as waiters in the dining room, typists, office clerks, library assistants, relief switchboard and elevator operators, and janitors. Students in need of employment should file an application in the office of the Dean of Students. All assignments to student employment are made by this office. Except in cases of extreme necessity, freshmen should not seek employment, but should plan to concentrate on their college work.

THE SUMMER SESSIONS

The Summer School is an integral part of the year's work. Teachers in service and students in regular attendance can secure in the summer session three to twelve hours credit toward any certificate or toward graduation in any curriculum. The courses are planned primarily for those who have had previous work and for those who are accelerating their work. An effort is made to meet all reasonable requests of teachers who are working toward higher certification or toward graduation.

All courses given in the summer session require the same amount of time and are granted the same credit as if taken during a regular semester. The Summer School Bulletin will be mailed to anyone desiring more complete information regarding the courses to be offered.

Dates. Three sessions, two of three weeks and one of six weeks, are planned for the summer of 1961. The pre-session will open Monday, June 5 and close Friday, June 23. The main session starts Monday, June 26 and continues to Friday, August 4. The post-session opens Monday, August 7 and closes Friday, August 25. It is thus possible for a student to secure three to twelve credits by attending the summer school. Dates for the summer of 1962 may be observed in the college calendar given on page 2 of this catalog.

Address Director of Summer Sessions for special bulletin indicating courses and activities of the Summer Session.

SATURDAY CAMPUS CLASSES

Saturday Campus Classes are held on the campus on Saturdays (generally between 9:00 A.M. and 1:00 P.M.). Courses are arranged according to the demand for them as indicated by teachers who are interested. This is not extension work. It is credited as "residence" work. Classes are scheduled to enable students to earn as much as six semester hours credit each semester. Persons interested should write for a schedule of courses.

The basic fee for Saturday Campus Classes is \$11.00 per semester hour of credit for students who are residents of Pennsylvania with a minimum basic fee of \$33.00 and \$15.00 per semester hour of credit for students other than residents of Pennsylvania with a minimum basic fee of \$45.00. Basic fees for special curricula shall be prorated on the basis of an 18 semester hour load. Not more than six semester hours credit may be earned in one semester by one who is doing full time teaching.

STUDENT GOVERNMENT

Student Council is composed of representatives from all departments of the college. Also, the presidents of several campus-wide organizations automatically become representatives. The president and vice-president of the Student Council are chosen in a campus-wide election. The Student Council is active in making recommendations to the Administration for the improvement of student welfare and is also active in promoting the general welfare of the college and good community relationships. Among the functions of the Student Council are to provide an opportunity for discussion of student problems; to bring the student body, faculty, and administration closer together through a frank understanding of mutual problems and to promote the observance of policies that will lead to improvement of college campus life.

The Student Cooperative Association, Inc. A student activity fee is collected from all students and administered through the Student Cooperative Association, Inc. under regulations approved by the Board of Trustees. During the regular school year the fee is \$20.00 per semester; for the Regular Summer Session it is \$7.00; and for the Pre- or Post- Summer Session it is \$3.50. This activity fee, along with the profits from the College Bookstore, is the principal source of income for the Student Cooperative Association. This income is spent in accordance with a budget drawn up by a student-faculty finance committee and approved by the President of the College.

The program of the Student Cooperative Association is extremely broad and has a great influence on the college life of the student body. In general, all college-wide campus activities are operated by the Association and a student is entitled to participate in the variety of activities provided by the Association through the use of his "I" card which is issued to all students at registration.

About one-fourth of the student activity fee is used to finance the construction and operation of the New Student Union building which will be opened in the fall of 1960, probably toward the end of October. The New Student Union is financed through the Association in accordance with the student approval given to a campus-wide referendum. It will consist of student lounges, a snack bar, dance floor, game room, publication rooms, bookstore and Student Cooperative Association offices.

By their membership in the Student Cooperative Association, Inc., all students are entitled to attend college athletic contests, receive the weekly college paper, "The Indiana Penn", a copy of the college annual, "The Oak," attend all-college dances with music furnished by an orchestra, as well as many other social activities. Funds from the Association are provided to secure programs for the col-

lege convocations, motion pictures twice monthly, and also provide the student body with an active intramural program of athletics. Through the Cultural Life Series this Association brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

The Cultural Life Series, sponsored by the College Student Co-operative Association, brings to the campus outstanding professional leaders in the fields of music, the dance, and contemporary affairs.

During recent years, this committee has presented Les Grande Ballets Canadiens, Canadian Players, Ltd. in Julius Caesar, Devils Disciple, and Cherry Orchard, The Weavers—folk and ballad singers, Cilli Wang—Mime, Pittsburgh Symphony, Cleveland Playhouse in Volponi, Emlyn Williams in Dylan Thomas' "A Boy Growing Up", Boston Opera Company, Harry Golden, Ruth Page's Chicago Opera Ballet, and Clement Attlee.

Women's Collegiate Association. This organization, composed of all women boarding students, aids in directing the affairs of women students who live in College property and college-controlled houses.

Men's Student Leagues are divided into the Resident and Non-Resident organizations. The former aids in directing the affairs of men students who live in college property while the latter represents non-resident men. The presidents of both organizations are members of the Student Council.

RELIGIOUS ORGANIZATIONS

Although non-denominational the college aims to be a positive religious influence. Students are encouraged to attend the churches of their choice on Sunday and to join the church clubs which offer opportunities for discussion and participation in religious programs. During the year College Vesper programs give opportunities for students to hear outstanding religious leaders of the country. The Christmas Pageant has become a tradition and attracts thousands of people each December.

Through such inter-religious organizations as the S.C.A. and denominational church clubs, students are afforded other avenues for experiences in Christian living in the form of religious meetings, social functions, and opportunities for community service. Attendance at area and district conferences provide opportunities for studying state, national and world religious problems. Another opportunity for religious participation is given in the Religion-in-life Week Program which extends over several days. Speakers and counselors from different denominations speak during this time and aid students in individual and group conferences.

DEPARTMENTAL GROUPS

The Art Department sponsors the Art Club to stimulate interest in art in the College and the Community. Membership is open to all interested persons. Art students cooperate in such activities as "The Oak", "The Penn", "Student Writes", and college dramatic productions. The Annual Cooperative Exhibition program and the Cooperative Collection of Art are organized and directed by the department and supported financially by the Student Cooperative Association. Delta Phi Delta's Alpha Lambda Chapter of the national honorary art fraternity sponsors member exhibitions, the clothesline show and other art activities such as the life drawing and painting classes for advanced students.

The Business Department sponsors the Junior Chamber of Commerce. Membership is open to all students in the department. Outings are held at the College Lodge in the fall to welcome freshmen and in the spring to honor seniors. Professional meetings provide opportunities for students to take part in panel discussions and to hear outstanding leaders in business education and in the business world. Members of the organization participate in community service projects which the organization sponsors.

The Elementary Education Department sponsors a student branch of the Association for Childhood Education International. This organization serves as a focal point for the professional and social activities of students who are majoring in elementary education, and has for its purpose the promotion of the best possible education for children from the nursery school through the elementary grades.

A student planned professional and social program helps the members of the organization to achieve the purpose of the ACE.

The English and Speech Department sponsors three campus publications, all of which are underwritten financially by the Student Cooperative Association: "The Indiana Penn," weekly newspaper; "The Indiana Student Writes," annual collection of student creative writing; and "The Cue," the student handbook. Advisory responsibility of a literary nature is also assumed by the Department for "The Oak," the college annual. The Department sponsors "Masquers," an all-college group devoted to drama and the allied arts. The English-Speech Club, whose membership includes all students in the Department, holds a social-professional meeting once each year at the College Lodge as well as numerous other meetings of a purely professional nature throughout the year.

The Foreign Language Department sponsors the Foreign Language Club, which is open to all students interested in foreign languages and cultures and to foreign students in attendance at Indiana.

The Geography Department sponsors two organizations: Alpha Omega Gamma Fraternity, a selected group of outstanding geography students, and the Geographical Society, open to interested students from all curricula. The latter group publishes the Geo-Rite, the departmental paper, offers a tutoring service, and manages the weather observation post, among other activities.

The Home Economics Department sponsors a Freshman and an upper class Home Economics Club. Both are affiliated with the Pennsylvania and the American Home Economics Association. Delegates are sent to the regional workshop and to state and national conventions. Department majors join and work in the clubs as a preparation for such responsibilities as Future Homemakers of America organizations when teaching. Through club and other department activities such as Merry-Go, High School Day, etc. students gain experience in leadership.

The Mathematics Department sponsors a Mathematics Club for all students interested in mathematics. Social and professional meetings are held each semester.

The Military Science Department sponsors several extra-curricular activities: the ROTC Drill Team, which affords the opportunity for students who excel in leadership and drill to demonstrate and develop their abilities by performing as a precision drill team; the ROTC Rifle Team, which develops proficiency in marksmanship; the ROTC Band, a select group of student musicians who provide music for military formations; an ROTC company of The Association of the United States Army, comprised of upper-class cadets, whose objectives are to promote the role of the Army in the defense of the Nation, to increase military skill, and to develop the general military background of its members; the "Campus Cadet," a small newspaper published approximately once every three weeks by and for the ROTC cadets; and the Military Ball, an annual formal dance presided over by the ROTC Queen and her court, who are selected by vote of the ROTC cadets. Additional activities include the ROTC Color Guard, the ROTC Cadet Honor Guard, the Flag Detail, annual orientation trips, military ushers, cadet awards program, cadet movie hour, and intramural sports.

Membership in these activities is open to all ROTC cadets on a voluntary basis.

The Music Education Department sponsors many organizations: The College Choir, the Women's Chorus, the Indiana Glee Club, The Mixed Chorus, the Marching Band, the College Symphonic Band, the College Symphony Orchestra, the String Orchestra, the Mellow Men, the Music Educators Club, and a Student Chapter of the Music Educators National Conference. In addition, there are many ensembles which are activated from time to time to provide music for specific occasions.

The Science Department sponsors the Science Club, an all-college club for those interested in Science. Membership includes students from practically all departments of the college, though naturally the Science Department is more strongly represented than any other department. Programs are provided by local talent or speakers from the outside. Outings and special trips as well as reports on special projects are included in the activities.

The Social Studies Department sponsors the Social Studies Society, which is concerned with political, economic and social issues at the local and national level. Affairs of the club are culminated each year by its participation in the Inter-Collegiate Conference on Government at Harrisburg. The department also sponsors the International Relations Club, which is concerned with international affairs, and sends a delegation each year to the Middle States Model United Nations Assembly.

The Physical Education Department encourages the formation of sports clubs for those students who are interested in a particular sport.

Men's Varsity "I." The Varsity "I" Club is made up of members who have the distinction of winning at least one varsity "I" letter. The chief purpose of the club is to promote and foster good fellowship, sportsmanship, and a friendly feeling of cooperation among the athletes of this and rival colleges.

Women's Athletic Association Board. This group is composed of girls who have shown by participation, an interest in athletics. It organizes records of all candidates for awards and promotes extra-college and professional contacts for its own members.

Women's Athletic Association (Intramural Sports). The women's athletic activities provide opportunity for college women to practice and improve the skills and strategy learned in the required physical education program. The activities include volleyball, field hockey, tennis, badminton, archery, basketball, table tennis, bowling, softball and swimming. Each activity is set up in either round robin or double elimination tournaments and extends approximately over an eight weeks period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Men's Intramural Sports. A well-organized and varied program of sports and athletics is incorporated in the intramural program for men. The program includes the following sports: archery, badminton, tennis, ping pong, wrestling, swimming, track, basketball, volleyball, football (touch), softball, speedball, soccer and other out-door winter sports.

Women's Intramural Sports. The women's athletic activities provide opportunity for college women to learn a variety of sport skills. Each activity, including instruction, practice, and competition extends approximately over a nine-week period. Intercollegiate Sports Days occasionally permit women to compete with other colleges. This opportunity to be hosts to visiting teams and guests at other colleges provides desirable social and educational experiences.

Varsity Athletics. A well rounded program of varsity athletics is provided for the student interested in football, basketball, baseball, tennis, track, wrestling, and golf.

Red Cross Life Saving and Swimming. The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

FUTURE TEACHERS OF AMERICA

The John A. H. Keith Chapter of the Student NEA and Student PSEA is a professional organization composed of all seniors and other interested students. Its purpose is "to quicken the interest of young people in the professional side of their educational careers." This organization provides an opportunity for active participation in both state and national education associations with which the seniors will later be associated.

CLASS ORGANIZATIONS

Each of the four classes—Freshman, Sophomore, Junior, and Senior—has a class organization, holds social and professional meetings, and sponsors a formal dance each year.

FRATERNITIES

Honorary Fraternities. The Beta Gamma Chapter of Kappa Delta Pi, an educational honor fraternity open to both men and women, was inaugurated in 1928. Only juniors and seniors of high scholastic attainment are eligible to membership. Pi Omega Pi, an honorary national fraternity for men and women in business education, is represented on the campus by Kappa Chapter, formed in 1929. Beta Chapter of Gamma Rho Tau, an honorary fraternity for men in business education, was organized in 1929. The Tau Chapter of Kappa Omicron Phi, a national honorary home economics sorority, was established on the campus in June, 1940. The Alpha Lambda Chapter of Delta Phi Delta, a national honorary art fraternity, was installed on the campus March 30, 1946. Alpha Omega Gamma is a local honorary fraternity in geography, organized in

1927. Sigma Alpha Eta, a national professional speech and hearing fraternity, was installed at the college in 1952. Alpha Psi Omega, a national honorary dramatic fraternity, was installed at Indiana in 1953. Zeta Tau Chapter of Phi Mu Alpha Sinfonia, national honorary professional music fraternity for men, was installed May 21, 1953. The Delta Sigma Chapter of Delta Omicron, a national professional music fraternity for women, was installed March, 1953.

Social Fraternities. The college believes that fraternities afford opportunities to young men and women for maintaining scholarship, for developing social poise, and for contributing to the life of the campus, of the community, and of the world at large. Therefore the college encourages the formation of enough fraternity chapters on campus so that every man and every woman who cares to belong to one may have the opportunity.

Men's Fraternities. Seven fraternities, six national and one local, have chapters at Indiana. The following fraternities are in operation.

1. Delta Gamma Phi, a local fraternity, was organized at Indiana in April, 1957.

2. Gamma Pi Chapter of Delta Sigma Phi became a national social fraternity on April 26, 1953. It was organized originally as a local fraternity in December, 1950.

3. The Omega Chapter of Kappa Delta Rho, became a national social fraternity on April 24, 1955. It was organized originally as a local fraternity in February, 1952.

4. Xi Chapter of Sigma Phi Epsilon, a national social fraternity, was established on January 5, 1932. Between this date and 1909 it had been both a local and a national professional fraternity under other names.

5. The Pi Chapter of Sigma Tau Gamma, a national educational and social fraternity, was established on November 8, 1930.

6. Delta Rho Chapter of Tau Kappa Epsilon, a national social fraternity, was established January 30, 1955. This group was originally organized as Phi Alpha Zeta in 1929. Prior to that date it was known by another name, having been established as a fraternal group on June 4, 1908.

7. Epsilon Eta Chapter of Theta Chi, was installed at Indiana on November 2, 1957. It was originally a local fraternity, Delta Sigma Nu, organized in 1949.

Inter-fraternity Council. This group is composed of the president, and another member of each of the seven social fraternities operating on the campus. Its purpose is to promote understanding

and cooperation among the fraternal groups and to regulate inter-fraternity affairs.

Women's Fraternities. Nine national women's fraternities have chapters on the campus: Alpha Sigma Alpha, Alpha Sigma Tau, Beta Sigma Omicron, Delta Zeta, Phi Mu, Sigma Kappa, Sigma Sigma Sigma, Zeta Tau Alpha, and Alpha Gamma Delta.

Panhellenic Council. The Panhellenic Council is composed of eighteen representatives, two representatives from each fraternity and a faculty adviser. The purposes of the Panhellenic Council are: to promote a spirit of friendship and cooperation among the fraternities of the college; to encourage chapters to support all campus activities that promote the welfare of the fraternities and of the college; and to regulate matters of common welfare to the fraternities.



The Process of Student Teaching

ENROLLMENT BY CURRICULA

1959-60

	Men	Women	Total	Total By Curricula
Elementary Curriculum:				
1st year	28	215	243	
2nd year	24	137	161	
3rd year	12	107	119	
4th year	22	139	161	
			---	684
Secondary Curriculum:				
1st year	362	149	511	
2nd year	267	134	401	
3rd year	122	67	189	
4th year	188	75	263	
			---	1364
Art Curriculum:				
1st year	25	45	70	
2nd year	17	31	48	
3rd year	18	19	37	
4th year	13	19	32	
			---	187
Business Curriculum:				
1st year	102	66	168	
2nd year	57	37	94	
3rd year	24	23	47	
4th year	50	32	82	
			---	391
Home Economics Curriculum:				
1st year	0	82	82	
2nd year	1	60	61	
3rd year	0	64	64	
4th year	0	53	53	
			---	260
Music Curriculum:				
1st year	18	21	39	
2nd year	21	33	54	
3rd year	17	17	34	
4th year	36	32	68	
			---	195
Public School Nursing:				
3rd year	0	1	1	
			---	1
Totals	1424	1658	3082	3082

ENROLLMENT BY COUNTIES

County	Total	County	Total
Adams	2	Jefferson	71
Allegheny	644	Lackawanna	5
Armstrong	157	Lancaster	5
Beaver	81	Lawrence	50
Bedford	15	Lebanon	2
Berks	2	Lehigh	2
Blair	125	Luzerne	2
Bradford	1	Lycoming	1
Bucks	3	McKean	40
Butler	66	Mercer	43
Cambria	313	Mifflin	5
Cameron	3	Montgomery	4
Carbon	2	Northampton	4
Centre	17	Northumberland	3
Chester	3	Perry	1
Clarion	17	Philadelphia	2
Clearfield	86	Potter	7
Clinton	4	Schuylkill	3
Crawford	46	Snyder	2
Cumberland	16	Somerset	93
Dauphin	8	Tioga	6
Delaware	2	Union	2
Elk	42	Venango	27
Erie	45	Warren	9
Fayette	41	Washington	49
Forest	3	Westmoreland	336
Franklin	7	Wyoming	1
Fulton	3	York	12
Greene	5		
Huntingdon	17	Total Penna. Students	3072
Indiana	509	Out of State Students	10
		Total	3082

SUMMARY OF 1959-60 ENROLLMENT

Full-Time Students	Regular College Curricula	3082	
	Nurses, Indiana Hospital	30	
	Total Full-Time Students		3112
Part-Time Students	Undergraduate	321	
	Graduate Studies	355	
	Total Part-Time Students		676
	TOTAL COLLEGE ENROLLMENT 1959-60		3788

SUMMER SESSIONS 1959

	Undergraduate	Graduate Studies	Total
Pre Session	1043	106	1149
Main Session	1044	188	1232
Post Session	758	128	886
	2845	422	3267

The Curricula

KEY FOR COURSE NUMBERS

Courses for freshmen are numbered in the 100's, sophomores in the 200's, juniors in the 300's and seniors in the 400's.

Course numbers with zeros are common to all curricula.

Required courses are numbered between 1 and 50 and elective courses are numbered between 51 and 100, within each 100.

Elective courses open to sophomores, juniors, and seniors are listed in the 200's. Elective courses open to juniors and seniors are listed in the 300's.

Special Note: A student must get permission to schedule a course numbered higher than the year of his classification.

Key to Abbreviations Used in Course Numbers

Art—Art	Math—Mathematics
Bus—Business	MS—Military Science
Ed—Education	Mus—Music
El—Elementary	Psy—Psychology
EngS—English-Speech	PSN—Public School Nursing
Fr—French	Rus—Russian
Geog—Geography	Sci—Science
Ger—German	SS—Social Studies
HE—Home Economics	Sp—Spanish
HPe—Health & Physical Education	SpH—Speech and Hearing

A description of the departmental offerings of the college may be found in that part of the catalog which follows. The departments of the college are arranged in alphabetical order. An exception to this arrangement is that the academic departments—English and Speech, Geography, Mathematics, Modern Foreign Languages, Science and Social Studies are to be found under the heading of Secondary Education Departments.

Descriptions of the departments of the college may be found on the following pages.

Department	Page
Art Department	63
Business Department	70
Education and Psychology Department including Special Education	79
Elementary Education	89
Health and Physical Education Department including Education for Safe Living	94
Home Economics Department	97
Military Science and Tactics Department	105
Music Department	109
Public School Dental Hygiene	120
Public School Nursing	121
Secondary Education Department	122
English and Speech Department	125
Geography Department	133
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THE ART DEPARTMENT

ORVAL KIPP, Chairman of Department

ROBERT J. CRONAUER
JOHN A. GHRIST
CHARLOTTE HANTEN

JOANNE LOVETTE
LAWRENCE F. McVITTY
RALPH W. REYNOLDS

ROBERT SEELHORST

The art department of the State College, Indiana, Pennsylvania, presents an approved curriculum leading to the degree of bachelor of science in art education. Graduates of this curriculum receive the college provisional certificate to teach arts and crafts in elementary and secondary schools, from the Pennsylvania Department of Public Instruction.

The art curriculum goes beyond the minimum certification requirements in an attempt to provide the student with an education which encourages continued growth rather than terminal training. The attempt to develop an understanding of art by teaching art techniques and skills alone disregards the laws of learning and is not in accord with the best current philosophies of art and education. The art program should give the artist-teacher the ability not only to apply the principles of art and education but also to develop an attitude of research to make a better application of these principles to his own life and to the lives of those he will teach. The course of study is composed of sequences of General Studies, Professional Education, and Art. Successful completion of the work in all **fields** is a requisite for advanced study in the graduate schools leading to the master's degree and the certification of art supervisors.

Admission to the art department is granted to a candidate after he has met the general entrance requirements of the college and the department. Fitness to pursue the art studies will be assumed if the applicant has normal ability to see and make motor adjustments accordingly; has sensitivity to line, form, and color; and has interest in and liking for art. Continuance in college requires the student to meet the standards of the college in general studies, professional education, and art. Student teaching for one full semester of the senior year gives actual experience in teaching and supervising arts and crafts in the primary, elementary, junior high and senior high schools. The college placement department assists graduates to obtain positions and to advance themselves professionally.

A student's expenses for a college year of thirty-six weeks amount to approximately \$900.00. Books and art supplies are not included in this estimate.

Basic Fee (Payable in two installments)	\$118.00
Housing Fee (Payable in two installments)	306.00
Activity Fee	20.00
<hr/>	
Total for one semester	\$444.00

THE ART CURRICULUM

Sequence of courses subject to change for administrative purposes.

FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng.S 101 Communication I	5	5
Sci. 101 Basic Biological Science ...	4	3
H.Pe 101 Health Education	2	2
Art 111 Drawing in All Media	4	2
Art 113 Color and Design	4	2
Art 115 Art History I	3	3
	—	—
	22	17

SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng.S 102 Communication II	5	5
Sci. 102 Basic Physical Science	4	3
H.Pe 102 Physical Education I	2	1
Art 112 Composition & Figure Drawing	4	2
Art 114 Crafts in Elementary Education	4	2
Art 116 Art History II	3	2
	—	—
	22	15

THIRD SEMESTER

Eng.S 201 Literature I	2	2
S.S. 201 History of Civilization I ...	3	3
Psy. 201 General Psychology	3	3
H.Pe 203 Physical Education II	2	1
Art 211 Mechanical Drawing and Industrial Design	4	2
Art 213 Lettering Commercial Art and Illustration	6	3
Art 215 Crafts in Metal & Wood ...	4	2
	—	—
	24	16

FOURTH SEMESTER

S.S. 202 History of Civilization II ...	3	3
Ed. 202 Educational Psychology	3	3
Mus. 101 Introduction to Music	3	2
H.Pe 204 Physical Education III	2	1
Art 212 Costume & Theater Arts ...	6	3
Art 214 Modeling and Sculpture ...	4	2
Art 216 Aesthetics	3	3
	—	—
	24	17

FIFTH SEMESTER

S.S. 303 History of U.S. & Pa. II ...	3	3
Math 101 Fundamentals of Mathematics	3	3
Eng. S. 202 Literature II	2	2
Art 311 Art in Elementary Education	3	3
Art 313 Water Color & Mixed Media	6	3
Art 315 Pottery & Ceramics	6	3
	—	—
	23	17

SIXTH SEMESTER

Geog. 101 World Geography	3	3
Ed. 301 Audio-Visual Education ...	2	2
Ed. 302 History & Philosophy of American Education ...	3	3
Art 312 Art in Junior-Senior High School	3	3
Art 314 Oil Color & Mixed Media ...	6	3
Art 316 Jewelry	4	2
	—	—
	21	16

SEMESTER VII OR VIII

Art 412 Graphic Arts	6	3
Elect one of the following for	3	3
SS 451 Anthropology		
SS 453 Logic		
SS 455 Philosophy		
Elect any four of the following for	24	12
Art 451 Advanced Crafts		
Art 452 Advanced Ceramics		
Art 453 Advanced Sculpture		
Art 454 Advanced Painting		
Art 455 Advanced Commercial Art		
Art 456 Supervision of Art		
Art 457 Advanced Graphic Art		
Art 458 Art History III		
Art 459 Architecture and Home Planning		
	—	—
	33	18

SEMESTER VII OR VIII

Ed. 421 Student Teaching	30	12
Ed. 422 Professional Practicum Including School Law	2	2
	—	—
	32	14

GENERAL EDUCATION COURSE

Art 101 Introduction to Art 2 cr.

Studies in the understanding and enjoyment of the visual arts as modes of expression, feeling, and communication make up the content of this course. Reproductions, demonstrations, slides, moving pictures as well as field trips to see original works of art, are used in sampling our cultural heritage.

REQUIRED COURSES FOR ART STUDENTS

Courses are listed in the order in which they should be completed in each field. Subjects in the various fields are carried simultaneously in order to facilitate the development of the student.

THE BASIC COURSES

Art 111 Drawing in All Media 2 cr.

Problems in pictorial composition and methods of drawing in perspective as well as dark and light are studied in various media in still life and landscape.

Art 113 Color and Design 2 cr.

Basic elements and principles of design and color are studied. Problems in two and three dimensional design are completed.

Art 115 Art History I 3 cr.

The visual arts are examined as modes of expression in relation to the life of the individual in the home and in the community. The period covered is from Prehistoric times to the Renaissance.

Art 114 Crafts in Elementary Education 2 cr.

Crafts experiences are given in various materials and processes suitable to the needs of the elementary teacher. The intention is to develop a creative attitude and resourcefulness in the use of three dimensional materials.

Art 112 Composition and Figure Drawing 2 cr.

Pictorial design and composition are studied in still life, landscape, and figure arrangement. Figure construction, anatomy, and life drawing are also included.

ART EDUCATION

Art 311 Art in Elementary Education 3 cr.

The orientation here is toward the child centered curriculum in which individuals can develop their creative powers to make their best contribution in a democracy. Emphasis is on art education as a process for furthering the total growth of the child, and his art

products are evaluated by this criterion. Experience is given with two dimensional materials as they apply to the elementary level. Art programs, planning, and motivation are studied critically.

Art 312 Art in Junior and Senior High School 3 cr.

The relationship of art education to the total secondary curriculum is studied to determine the goals of junior-senior high school art. The adolescent and his creative products are analyzed to help the prospective art teacher identify himself with the problems of his students. Emphasis is placed upon the concept of the adolescent's waning self-confidence in his creative expression and his dire need of aesthetic experiences to help reorient himself.

Ed. 421 (Art) Student Teaching (and Directed Student Activities) 12 cr.

Here the prospective art teacher is given many opportunities, under capable supervision, to guide the creative efforts of students at all age levels in the primary, elementary, junior, and senior high schools. Current philosophies of general and art education are applied in a practical teaching situation. Emphasis is placed on the creative growth of teacher and pupil.

Ed. 422 Professional Practicum (including School Law) 2 cr.

Consideration is given to recent education trends and methods, art curricula, and to planning of art courses for all grade levels. Practicum also includes professional readings, discussions, observations, and the accumulation and organization of pertinent teaching materials.

ART HISTORY AND AESTHETICS

Art 116 Art History II 3 cr.

This is a continuation of Art History in which appreciation and critical judgment of old and modern masterpieces are goals. The relation of art to the world from the Renaissance to the 20th century is presented. A brief survey of modern art is presented in the latter part of the course.

Art 216 Aesthetics 3 cr.

Aesthetics forms a background for creative consideration and feeling within which as individuals we can come to an evaluation and comprehension of the meaning of art and the intention of the artist. Theories of the essential character of art and its relationship to life are discussed.

Art 458 Art History III 3 cr.

The great revolutionary movements which began about 1850 and the trends of contemporary arts are vital to the art students of today. This course completes the sequence in the History of Art through the ages.

CRAFTS

Art 215 Crafts in Metal and Wood 2 cr.

In this course the student is given an opportunity to develop his design awareness through experiencing those craft processes associated with wood and metal. Hand and power tools are used to experiment with these materials in discovering inherent design and construction possibilities.

Art 214 Modeling and Sculpture 2 cr.

This experience offers the student an opportunity to develop a personal expression while acquiring knowledge of three dimensional design related to sculpture and modeling. He becomes familiar with the structural nature of terra cotta, sheet material, wire, plaster, wood and stone. This is a basic course in which the materials are treated experimentally to achieve an interpretation of the material by hand and tool.

Art 315 Pottery and Ceramics 3 cr.

This is a creative experience directed toward the teaching of craftsmanship in ceramic art. Basic procedures of building forms by hand and wheel are performed in this course. Students also work with decoration and learn the fundamentals of kiln operation and glazing.

Art 316 Jewelry 2 cr.

The jeweler's art is approached from the point of view of the creative craftsman who has to learn the metal arts processes associated with jewelry making. The lapidary arts, silver-smithing, and enameling are experienced.

DESIGN, DRAWING, AND PAINTING

Art 211 Mechanical Drawing and Industrial Design 2 cr.

The principles and methods of instrumental drawing and shape description are studied in theory and in practice. Modern industrial design practices are studied through the planning and building of three dimensional products.

Art 212 Costume and Theater Arts 3 cr.

Color and design are used to solve problems in school and college dramatics and pageantry. Theory and practice in the design, construction, painting of scenery, lighting, costume, and properties are basic experiences.

Art 313 Water Color and Mixed Media 3 cr.

The material of the course is primarily concerned with transparent water color painting but includes work in gouache and mixed media. The work begins with a study of brush strokes and realistic on-the-spot painting and progresses through creative realism, semi-abstract, and non-figurative approaches.

Art 314 Oil Color and Mixed Media**3 cr.**

This is a beginning course in the field of painting with opaque, plastic media. The student is introduced to the technical as well as the aesthetic bases of painting with a creative approach to the design possibilities inherent in these plastic materials and their associated processes.

COMMERCIAL ART AND ILLUSTRATION**Art 213 Lettering, Commercial Art and Illustration****3 cr.**

Design is the major concern in this study of the methods of planning and preparing art work for reproduction including lettering, layout, and illustration. Single stroke pen and brush types of lettering are practiced for rapid execution in making signs, show-cards, and posters.

Art 412 Graphic Arts**3 cr.**

The techniques of graphic expression studied are, etching, lithography, block printing, photography, engraving, and silk screen printing.

ELECTIVES IN THE ART CURRICULUM

Art 451 Advanced Crafts	3 credits
Art 452 Advanced Ceramics	3 credits
Art 453 Advanced Sculpture	3 credits
Art 454 Advanced Painting	3 credits
Art 455 Advanced Commercial Art	3 credits
Art 456 Supervision of Art	3 credits
Art 457 Advanced Graphic Art	3 credits
Art 458 Art History III	3 credits
Art 459 Architecture and Home Planning	3 credits

With the foundations already laid in three years of college art work the student may elect advanced courses offered in the senior year. The work will be mainly individual, experimental, and in depth with the aim of helping the student to make the transition from the position of student in the college classroom with directed studies to the position of artist-teacher in his own classroom directing student learning. These studio-workshop courses will stress advanced techniques in the field of study from the old masters and master craftsmen to the best arts and crafts techniques of today. Individual exploration and experimentation will be required.

Art 460 Crafts Materials Experience for Activity Teaching 3 cr.

Craft experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education, and scout leader. Developing a creative attitude to and resourcefulness in the use of art materials and their part in teaching will be stressed in the study of three dimensional design and crafts.

Art 461 Art Materials Experience for Creative and Mental Growth

3 cr.

The work will encompass a study of the growth pattern as evidenced in children's art expression. Child art will be evaluated and interpreted in regard to drawing and painting expression in an art program. Research studies in art education will be reviewed. Art experiences are given in various media suitable to the needs of the elementary teacher, teacher of special education, and scout leader. The arts and crafts will feature two dimensional design.

REQUIRED COURSE IN ART FOR ELEMENTARY STUDENTS**El 213 Art for Elementary Grades**

2 cr.

The creative growth and development of children are studied. Students are given experiences in the basic art materials and media, as well as opportunity to plan art motivations for children.

ELECTIVES IN ART FOR ELEMENTARY AND OTHER STUDENTS**El 214 Teaching Art in Elementary Grades**

3 cr.

This course provides the student with a wide variety of two and three dimensional art experiences with the emphasis on a developmental sequence from simple to more complex variations of a craft. Emphasis is placed on the creative challenges of the art experience.

El 319 Art in the Integrated Program

3 cr.

Current art problems and experiences are presented to integrate for the elementary teacher the philosophy and practices of art with general education.

Art 330 Arts and Crafts for Teachers of Special Education and the Mentally Retarded

3 cr.

The materials and processes of arts and crafts are studied for opportunities they offer in the training, therapy, and education of students who are mentally retarded, crippled, or need special help for any reason. The feeling of achievement and the good emotional state which come with expression at the level of the individual's ability are examined to show teachers how they may be achieved and used in education.

REQUIRED COURSES IN ART FOR HOME ECONOMICS MAJORS**HE 213 Principles of Design**

2 cr.

An understanding of design theory is gained through manipulation of materials. A progression of two and three dimensional craft experiences allows the student to give active attention to design factors in working out the aesthetic problems involved. Related art problems the student may face on the secondary level are given consideration.

THE BUSINESS DEPARTMENT

ALBERT E. DRUMHELLER, Chairman of Department

MARY JANE BOERING
CHARLES H. DUNCAN
BEATRICE F. HICKS
PATRICIA PATTERSON

ARLENE RISHER
ELWOOD SHEEDER
JAMES K. STONER
HAROLD W. THOMAS

The State Department of Public Instruction has especially designated the State College at Indiana as one in which teachers of business for the high schools of the Commonwealth may be certified. The curriculum is four years in length, leading to the degree of Bachelor of Science in Education. Those who complete the work as outlined are prepared either to supervise or teach business subjects in any of the high schools of the Commonwealth and are certified accordingly. An excellent opportunity is available here for men and women of high calibre who possess the ability, personality, and ambition requisite for success in this type of work.

EQUIPMENT—The department is well equipped with modern office machines. Instruction is given on electric and manual typewriters, full keyboard adding-listing machines, ten key adding-listing machines, ten-key printing calculators, rotary calculators, key driven calculators, stencil duplicators, liquid process duplicators, dictaphones, and bookkeeping machines. Regular replacement of equipment assures students of modern machines kept in good repair.

EXPENSES. The expense for a college year of 36 weeks will amount to about \$900.00 for boarding students. This will cover board, laundry, activity, and basic fees. The costs for one semester are itemized below, but are subject to change. Books and supplies are not included.

Basic Fee (Payable in two installments)	\$112.00
Housing Fee (Payable in two installments)	306.00
Activity Fee	20.00

Total for one semester	\$438.00

EXPLANATION OF THE CURRICULUM

Students may pursue the work of the entire curriculum or they may elect to pursue work according to their aptitudes, as follows:

1. The **Complete Program** leads to certification in all three fields, thus affording certification in all of the high school business subjects. Those who possess aptitudes that indicate success in stenographic, accounting, and retailing work may, if they wish, pursue this complete program.

2. A **Combination Program** combines either the Stenographic and Accounting, the Stenographic and Retailing, or the Accounting and Retailing Fields. All students planning to enter this Department should plan for graduation one of the three possibilities under this combination arrangement. School administrators who employ our graduates believe that a combination program is necessary for breadth of certification when teaching in the public schools of the Commonwealth.

3. The **Stenographic Field** includes all the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

4. The **Accounting Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

5. The **Retailing Field** includes all of the courses of the curriculum listed under that heading. Elective courses may be chosen from any other department of the College.

All electives are determined by the choice of the student, and by the approval of the Dean of Instruction of the College and the Director of the Business Education Department.

Our Standards. Only those students who attain "A" or high "B" standings, and whose aptitudes indicate success in the fields elected, should elect more than two fields.

To pursue the Complete Program a student must maintain at least a "C" average, and must have a grade of "C" or better in the following courses: Communication, Typewriting, Business Mathematics, Accounting and Shorthand.

To elect or continue with the Stenographic Field, a student must maintain a grade of "C" or better in Communication, Typewriting and Shorthand.

To continue in the Accounting Field, a student must have a grade of "C" or better in Business Mathematics, Communication and Accounting.

To continue in the Retailing Field, a student must have a "C" average or better in Business Mathematics, Communication and Accounting.

It should be understood that those who accumulate a weak scholastic achievement are considered unsatisfactory to be recommended for teaching. Since high school standards have been greatly raised, school officials are more particular than ever before concerning the qualifications of those whom they employ. They insist on high scholastic achievement, good personal appearance, attrac-

tive personality, freedom from physical defects, and other qualities that should be carefully considered by all those contemplating this type of professional work. This should not discourage those who really have the qualities required. It may, however, prevent those who lack certain of the primary requisites for developing into a high-type teacher from being disappointed later. A tryout year at Indiana is often recommended.

If any prospective students are in doubt concerning their fitness for this type of work, they should consult their high school principals and guidance officers, and ask them for a frank and honest statement about their fitness. They should also have all data concerning their personal and scholastic qualifications sent to the College. They will be notified of the date for interviews, at which time the matter can be discussed as frankly and wisely as experience will dictate.

Practical Experience Requirements. Before graduation, each student will be required to have completed the equivalent of six months of store practice, secretarial practice, bookkeeping practice, clerical practice, or a combination of these or other business contacts, acquired at places and under conditions approved by the chairman of this department. This experience preferably should be in the field or fields in which the student is contemplating certification. Much of this experience can be acquired during the summer vacations.

Student Teaching. Each student enrolled in the Business Education Department receives more than the state requirement in hours of actual practice teaching and observation. A number of teaching centers are conducted in connection with some of the largest high schools within convenient reach. To these teaching centers the students are sent for one full semester of the senior year for their practice teaching. The teacher holds a regular position in the high school and carries a full program of classes, extracurricular activities, and other regular school duties. The work is supervised and criticized by experienced supervisors who are teacher-members of the college faculty of this department, and also by supervisors of exceptional training and ability furnished by the teaching centers. Everything is done to afford those in training as much actual teaching experience and as many teaching contacts as possible before graduation.

The program of this department includes a wise offering of general academic courses, which should produce a well-balanced teacher. The setup makes inter-departmental transfer of students easy at the end of the first semester. Students will become well adjusted in college before entering upon their technical work in business. It provides for ample exploration during the first college year.

CURRICULUM IN BUSINESS EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

FIRST SEMESTER			SECOND SEMESTER		
	Clock	Sem.		Clock	Sem.
HPe 101 Health	2	2	HPe 102 Physical Education I	2	1
EngS 101 Communication I	5	5	EngS 102 Communication II	5	5
Sci 101 Biological Science	4	3	Sci 102 Physical Science	4	3
Geog 101 World Geography	3	3	Bus 111 Business Mathematics	3	3
Art 101 Introduction to Art	3	2	Bus 132 Intermediate Typewriting	5	2
Bus 101 Introduction to Business	2	1	Bus 161 Shorthand Theory	5	3
Bus 131 Principles of Typewriting by exam or	5	2			

THIRD SEMESTER			Combined	Stenog.	Acct'g.	Selling
	Seq.		Seq.	Seq.	Seq.	Seq.
HPe 203 Physical Education II	2-1		2-1		2-1	2-1
Mus 101 Introduction to Music	3-2		3-2		3-2	3-2
Bus 221 Introduction to Accounting	5-3		5-3		5-3	5-3
Bus 271 Advanced Typewriting	5-2		5-3		5-3	5-3
Psy 201 General Psychology	3-3		3-3		3-3	3-3
Bus 212 Business Mathematics II	3-3		3-3		3-3	3-3
Bus 262 Shorthand Dictation	5-3		5-3		—	—
Elective			—		3-3	3-3

FOURTH SEMESTER						
HPe 204 Physical Education III	2-1		2-1		2-1	2-1
Psy 202 Educational Psychology	3-3		3-3		3-3	3-3
Bus 235 Business Law I	3-3		3-3		3-3	3-3
Bus 251 Intermediate Accounting	5-3		5-3		5-3	5-3
Bus 263 Transcription	5-3		5-3		—	—
SS 201 History of Civilization II	3-3		3-3		3-3	3-3
EngS 201 Literature I	2-2		2-2		2-2	2-2
Elective					3-3	3-3

FIFTH SEMESTER						
Bus 321 Business Correspondence	3-3		3-3		3-3	3-3
Bus 311 Methods of Teaching Business Courses	3-3		3-3		3-3	3-3
Bus 336 Business Law II	3-3		3-3		3-3	3-3
Bus 331 Sales & Retailing	3-3		3-3		3-3	3-3
Bus 352 Corporate Accounting	3-3		—		3-3	—
Bus 364 Secretarial Office Practice	5-3		5-3		—	—
Bus 335 Clerical Practice & Office Machines	5-2		—		5-2	5-2
Elective			3-3		—	3-3

SIXTH SEMESTER						
EngS 202 Literature II	2-2		2-2		2-2	2-2
Bus 312 Evaluative Techniques in Business Courses	3-2		3-2		3-2	3-2
Ed 301 Audio-Visual Education	3-2		3-2		3-2	3-2
SS 303 History of U.S. & Pa. II	3-3		3-3		3-3	3-3
Ed 302 History & Philosophy of Amer. Ed.	3-3		3-3		3-3	3-3
Bus 335 Clerical Practice & Office Machines	5-2		5-2		—	—
Bus 353 Cost Accounting	3-3		—		3-3	—
Bus 332 Retail Management	3-3		—		—	3-3
Elective			3-3		3-3	3-3

SEVENTH SEMESTER						
Bus 455 Auditing	3-3		—		3-3	—
Bus 415 Economics	3-3		3-3		3-3	3-3
SS 401 American Citizenship	3-3		3-3		3-3	3-3
SS 402 Philosophy or Logic	3-3		3-3		3-3	3-3
Bus 433 Retail Practice	6-6		—		—	6-6
Bus 454 Tax Accounting	3-3		—		3-3	—
Elective	—		6-6		3-3	3-3

EIGHTH SEMESTER						
Ed 421 Student Teaching	30-12		30-12		30-12	30-12
Ed 422 Professional Practicum	2-2		2-2		2-2	2-2

NOTE: All students must choose one course in Science as an elective to complete their General Education requirements.

REQUIRED BUSINESS COURSES FOR ALL BUSINESS EDUCATION STUDENTS

Bus 101 Introduction to Business 1 cr.

The purpose of this course is to introduce the student to the make-up of the business world, acquaint him with the contacts of everyday business, orient him in the field, and provide exploration in the various areas in Business Education. This should assist him greatly in his choice of his major field or his fields in the department. This course has pronounced guidance features.

Bus 131 Principles of Typewriting 2 cr.

For those persons who have had $1\frac{1}{2}$ or more years of experience in this area in high school, a test is given and exemption from taking the course granted if course standards are met.

This introductory course places emphasis on the development of correct techniques in typewriting. The student is introduced to the basic styles of business letters, simple tabulations and simple manuscripts. Individual remedial work is given. Specific standards of speed and accuracy are required.

Bus 132 Intermediate Typewriting 2 cr.

This course continues the development of speed and accuracy. Students learn to type tabulated reports, special problems in letter arrangement and business forms, rough drafts and manuscripts. Production ability is developed.

Bus 271 Advanced Typewriting 2 cr.

Emphasis is placed upon the further development of speed and accuracy. Advanced letter forms, manuscript writing, legal documents, stencil duplication, statistical reports and typing from problem situations are given much attention. Improvement in production ability is stressed.

Bus 111 Business Mathematics I 3 cr.

This is a review of the fundamental processes with emphasis on speed and accuracy through adequate drill and practical application in the handling of the fundamental business operations. Topics considered which especially concern business are the 60-day 6 per cent method of computing interest, compound interest; bank, cash and trade discount; along with partial payments. The course is a pre-requisite and designed to lay a groundwork for Business Mathematics II.

Bus 212 Business Mathematics II 3 cr.

The purpose of this course is to teach students to apply principles of business mathematics with speed and accuracy in solving advanced problems encountered by the business man and the consumer. The mathematics of production, marketing, accounting, finance, and management correlate with the accounting courses

Bus 221 Introduction to Accounting 3 cr

This is the first course in this area and a prerequisite. Its purpose is to introduce the students to the keeping of records for the professional man as well as a mercantile enterprise involving the single proprietor. Emphasis is placed upon the distinction between keeping records on the cash basis as compared to the accrual basis of bookkeeping. Consideration is given to special journals, the combined-cash journal, auxiliary records, and business papers.

Bus 251 Intermediate Accounting 3 cr.

Special consideration is given in connection with accruals and deferred items; the significance and handling of evaluation accounts and the interpretation of the effect of all types of transactions on the operation of the business are stressed throughout the course. Special attention is given to the voucher system and to the preparation of columnar records for different types of businesses along with the preparation and interpretation of comparative financial reports. Special consideration is given to the legal and accounting aspects, payroll and partnership organization, operation and dissolution.

Bus 335 Clerical Office Practice 2 cr.

Clerical office routine is covered, together with the fundamentals of operating various office machines — calculators, adding machines, dictaphones, and various office appliances; also, the theory and practice of office management is stressed.

Bus 321 Business Correspondence 3 cr.

This is a course rich in the fundamentals of grammar; study of the vocabulary of business; setup of business forms and modern business letters; emphasis of the "you" attitude in the writing of letters of inquiry, response, order letters, adjustment letters, sales letters; preparation of data sheets, and application letters.

Bus 235 Business Law I 3 cr.

This course deals with the nature of law and the agencies and procedures for its enforcement, contracts, agency employment, negotiable instruments, property, bailments and transportation. The aim is to apply principles of law to everyday life and to establish proper interests, ideals and attitudes toward law as a means of economic and social control.

Bus 336 Business Law II 3 cr.

The basic aim of this course is the same as that stated for Business Law I. Attention is given to kinds of business organizations, sales, insurance, surety and guaranty, leases and mortgages, trusts, and estates, bankruptcy, business torts and crimes.

Bus 331 Sales and Retailing 3 cr.

This course comprises a survey and analysis of the fields of retailing. A study is made of textile and non-textile merchandise,

requirements for sales personnel, types of customers, merchandising plans and procedures, merchandise pricing and selling techniques.

Bus 311 Methods of Teaching Business Courses 3 cr.

This includes methods of teaching general business courses, as well as shorthand, typewriting, and bookkeeping. Unit plans, demonstrations and lesson planning are emphasized. Aims, techniques and procedures of teaching, grade placement of subjects and classroom management are considered items of the course. All courses in the student's major area along with the two Psychology courses must have been cleared before this course is taken.

Bus 312 Evaluative Techniques in Business Courses 2 cr.

This course includes the construction, administration, scoring, treatment and grading of various type tests. The analysis of test results, remedial teaching and retesting, the evaluation of tests, all tied together in the psychological foundation of good methods as they function in the field of Business Education.

COURSES REQUIRED IN THE STENOGRAPHIC SEQUENCE

Bus 161 Shorthand Theory 3 cr.

This is an introductory course in the basic principles of Gregg Shorthand Simplified.

Bus 262 Shorthand Dictation 3 cr.

There are three major objectives for this course: to review and strengthen the student's knowledge of the principles of Gregg Shorthand Simplified, to build shorthand-writing speed and to build transcription skill.

Bus 263 Transcription 3 cr.

This course develops additional speed in taking dictation with much emphasis placed on the development of transcription skill. Teaching techniques are considered a vital part of the work in this course.

Bus 364 Secretarial Practice 3 cr.

This course is an advanced study of the theory and the practice in activities common to the office — handling the mail, telegraphic services, shipping services, meeting callers, various business reports, financial and legal duties, filing, transcription, secretarial standards; personality, reference books, itineraries, preparation of documents, editing, etc.

COURSES REQUIRED IN THE ACCOUNTING SEQUENCE

Bus 352 Corporate Accounting 3 cr.

Special attention is given to the records and reports peculiar to the corporate form of organization as well as to the methods of handling capital and surplus. Emphasis is given to the methods of

accounting for inventories, tangible and intangible fixed assets, investments, long-term liabilities, funds and reserves and the methods of amortizing bond premium and discount.

Bus 353 Cost Accounting

3 cr.

This course is designed to give the students an understanding of the theory of costing used in manufacturing establishments. The voucher system is introduced in this course and attention is given to budgeting, estimating and prorating of manufacturing expenses, the technical aspects of charting production data, and investigating time and motion study techniques.

Bus 455 Auditing

3 cr.

In this course students conduct a semi-detailed audit of business records, make the corrections, and submit statements of results. Problems of public and private auditing are developed by the instructor. The construction and organization of working papers and the auditor's final report are covered. It also provides the prospective teacher with a knowledge of the current tax laws in connection with Social Security, Excise and Income Taxes.

Bus 454 Tax Accounting

3 cr.

This course is designed to enable the students to gain a familiarity with the Federal Income Tax Laws as they pertain to individuals, single proprietorships and partnerships. The Social Security Tax Law will also be considered as a phase of this course. In addition to studying the Internal Revenue Code in connection with the above topics problems will be considered which involve the use of the different forms that are necessary in tax accounting. The case method is utilized in the study of this subject.

COURSES REQUIRED IN THE RETAIL TRAINING SEQUENCE**Bus 251 Intermediate Accounting** (see previous outline)

3 cr.

Bus 332 Retail Management

3 cr.

This course is an advanced study of the units of Retail Training I, and includes a study of merchandise control, stock planning, buying, pricing, personnel training, store layout and equipment, retail advertising and display. Suggested public relations activities are practiced in this course. A part of the semester is devoted to the study of the Pennsylvania Distributive Education Program.

Bus 433 Retailing Practice

6 cr.

This is a practical course of cooperative part-time training in the retail establishments of Indiana. The student spends a minimum of 15 clock hours per week for a semester in actual retail work at which time he puts into practice the theories of retailing studied in previous retail training courses. This course may be taken by the student in or near his home town during the summer term by

special arrangement and provided the distance is no greater than sixty miles from Indiana. Each of these plans is under the close supervision of store officials and of the College.

ELECTIVES FOR BUSINESS STUDENTS

Bus 341 Business Organization and Finance

3 cr.

The contents of this course are designed to give an overview of business management. Modern business organization, finance, personnel administration, production, and public relations are studied and made meaningful as they fit into our industrial society. The organization and management of the corporation and other forms of business are covered.

Bus 342 Consumer Economics

3 cr.

Problems of production, distribution, merchandising and buying are studied. Intelligent consumership is stressed throughout all aspects of the course. Importance is placed upon maximum satisfaction from goods and services consumed by the individual.

Bus 354 Tax Accounting (see previous outline)

3 cr.

This course is available only to Accounting Majors in Business Education and can be elected in either the Junior or Senior year.

GENERAL ELECTIVE

Bus 371 Elective Typing and Duplicating

1 cr.

This course is available to all upper classmen except Business Education students.



Business Education Assembly

EDUCATION AND PSYCHOLOGY DEPARTMENT

STANLEY W. LORE, Chairman of Department

A. DALE ALLEN
DAVID S. GREEN
JOHN J. HAYS
DONALD A. HESS
EARL S. HOENSTINE
CHARLES DANIEL LEACH
DONALD M. MacISAAC
BLANCHE W. McCLUER

J. ROBERT MURRAY
HAROLD F. ROWE
PAUL RISHEBERGER
NORMAN W. SARGENT
DOROTHY SNYDER
GEORGE L. SPINELLI
GEORGE A. W. STOUFFER, JR.

Courses in professional education are designed to develop an understanding of the teaching profession and the philosophy of American public education.

Psychology courses give the student a general background for understanding the total development and behavior of the child, with particular emphasis on the learning process. A wide selection of psychology courses is available for students desiring to take them.

Elementary and secondary majors may add certification for teaching the mentally retarded by taking the prescribed courses.

Students desiring to specialize in Teaching of the Speech and Hearing Handicapped will find a complete major available as outlined in this section.

PROFESSIONAL EDUCATION COURSES**(Required of all Students)****Ed 301 Audio-Visual Education**

2 cr.

A consideration of the needs for sensory techniques and materials is given with attention to the psychological processes involved. Through class and laboratory work the student will have an opportunity to become acquainted with materials and equipment and skilled in audio-visual techniques, within the teaching field. Activities will include actual production of materials for class use and participation in their use.

Prerequisite: General Psychology

Ed 302 History and Philosophy of American Education

3 cr.

This course is designed to promote a clearer understanding of modern educational practice through a study of historical changes in instructional processes and ideas underlying it. Through the emphasis placed upon the study of educational beliefs and points of view the course seeks to foster critical thinking which will lead to better judgments about the role of the school in our social culture, the meaning of democracy, the teacher and his profession, and the objectives and methods of the school.

(Required of all Students in the Secondary and Elementary Curricula)

Ed 305 Evaluation Methods

2 cr.

This course includes elementary statistics concerning graphs, sampling, frequency distribution, averages, measures of central tendency and dispersion, and the normal curve. Emphasis is placed on an understanding of the various evaluation instruments with much attention being given to standardized tests, how to select them wisely, and how to interpret and use the results. The course also includes the use and construction of tests made by the teacher, and the systems of reporting pupil growth and development.

GENERAL ELECTIVES

(These courses are open to all students.)

Ed 362 Developmental Reading

3 cr.

This course, planned especially for the teacher of secondary students, will assist the participating student to understand the developmental reading process. The study will include such areas as objectives, background knowledge and understandings of the reading process, an overview of the elementary program, the pre-adolescent and the adolescent and their needs in reading, finding and providing for instructional needs, and special problems. Specific helps, experiences, techniques, and materials will be considered.

It is suggested that the course be taken by secondary students just before the student teaching experience.

Ed 251 Fundamentals of Guidance

2 cr.

This course gives consideration to the function and implementation of guidance services. It presents an over-all-view of guidance in relation to individual problems of adjustment in home and school, on the job, and to civic and social relationships. Throughout the course the relation of the curriculum to guidance and of the teachers to the guidance worker is dominant. The knowledge, techniques, and opportunities for careers in guidance service are presented for consideration.

Ed 454 Public School Administration

3 cr.

The course is designed to acquaint the teacher with the administration and organization of the American public school. Attention is given to the cultural role of the schools. Treatment is given to decision-making in the operation of the schools and the total task of school operation with emphasis on what should be done. The functions and methods of all professional personnel in the operation and improvement of the schools will be considered.

PSYCHOLOGY COURSES**(Required of all Students)****Psy 201 General Psychology****3 cr.**

A study of the principles and applications of human behavior. Major goals sought are: the provision of better ability in making personal adjustments; the development of habits of critical thought; elimination of erroneous popular beliefs; the acquisition of scientific vocabulary and facts; and the development of interest in, and respect for, one's fellow men and the field of psychology.

Psy 302 Educational Psychology**3 cr.**

A course designed to promote a better understanding of the principles of psychology that govern human behavior, with particular emphasis on their relation to the learning process, the learning situation, and the learner himself. The significance of evaluation, individual variation, group dynamics, and child growth and development will be stressed throughout the course. Prerequisite: General Psychology.

PSYCHOLOGY ELECTIVES**(These courses are open to all students.)****Psy 221 Historical Trends in Psychology****3 cr.**

A comprehensive overview of the historical antecedents of contemporary systems of psychology. Philosophical and scientific thought will be considered as it is related to the establishment and continuing development of psychology. Prerequisite: General and Educational Psychology.

Psy 352 Mental Hygiene**3 cr.**

A course designed for aiding the development of strong, hygienic personalities; mental hygiene as related to the child, adolescent, and teacher in the home, classroom, and social situation; maladjustments and mental diseases with emphasis on prevention. Prerequisite: General Psychology.

Psy 353 Child Psychology**3 cr.**

This course aims to study the developmental changes in intellectual, emotional, motor, and social behavior from early infancy to adolescence. Outstanding experimental, clinical and theoretical contributions that show the important practical relationships between self-understanding, understanding of others, and the process of helping children to discover themselves will be given special attention. Prerequisite: General Psychology.

Psy 355 Adolescent Psychology

3 cr.

This course is a study of the adolescent, his growth and development, behavior, personality, and problems. All areas in his experience will be considered, the physical, mental, emotional, social, and spiritual. Attention will be given to attitudes, relationships, and all other facets of his living. Some attention will be given to the early development of the child, the pre-adolescent, the young adult, and the adolescent in other cultures. Study and discussions will include the exception as well as the normal individual. Prerequisite: General Psychology.

Psy 371 Introduction to Personality

3 cr.

A consideration of the principal theories of personality development as they apply to the normal individual. Dynamic theories of personality will be emphasized and studied in relation to their influence on the integration of the mature personality. Prerequisite: Six hours of Psychology including General Psychology.

Psy 381 Experimental Psychology

4 cr.

The experimental approach to the study of human behavior. Acquisition of basic research techniques is gained through emphasis upon experimental design and application of experimental methods to various psychological problems as sensation, perception, feeling, reaction time, motivation, thinking, and learning. Implications of the scientific method in daily living are considered. Prerequisites: Basic Physical Science, Basic Biology, General Psychology, and Evaluative Techniques.

Psy 451 Psychological Practicum

3 cr.

Under the supervision of the Director of the Psychological Clinic selected students receive experience in the application of psychological technique. Prerequisite: Approval by Director of the Psychological Clinic.

Psy 452 Social Psychology

3 cr.

A study of the behavior of human beings as they react to other individuals, especially in social situations. Materials will stress the practical aspects of social psychology while at the same time emphasizing objectivity and scientific materials. Prerequisite: Six hours of psychology, including General Psychology.

Psy 461 Abnormal Psychology

3 cr.

The systematic study of the full range of psychological functioning from the basic and accepted normal to the most extreme aberrations. Etiology, dynamics, symptomatology, treatment, and prognosis of the psychoneuroses, psychoses, psychomatic disorders, character disorders, and disorders of intelligence constitute the major emphases of the course. Prerequisite: General Psychology and Introduction to Personality.

REQUIRED COURSE FOR STUDENT NURSES**Psy 203 Psychology in Nursing**

This is a basic course in psychology for student nurses. Emphasis is placed upon principles and generalizations that will aid the nurse to understand herself, her patients, and those with whom she will work. Attention is given to individuals of all age levels from the prenatal organism through the aged.

SPECIAL EDUCATION COURSES

Students in secondary and elementary curricula may become certified as teachers of the mentally retarded by taking the courses described below and fulfilling requirements for student teaching with the mentally retarded.

Psy 220 Introduction to Exceptional Children 3 cr.

This introductory course gives students an opportunity to survey the characteristics, needs, problems, and behavior patterns of those children who deviate sufficiently from the "normal" to be considered exceptional. Consideration will be given to those who fall intellectually both above and below the average; to those who are handicapped visually, acoustically, orthopedically, medically, or in respect to speech patterns. Behavior disorders resulting from brain impairment will also be considered.

It is to be remembered that this is a first course, a get-acquainted experience whose purpose is not to master but to lay the foundation for further study.

Psy 320 Psychology of Mentally Retarded Children 3 cr.

This course will point up the importance of viewing the retarded child as a living, adjusting individual who responds to many kinds of situations and who is capable of far more than usually imagined. The importance of the way in which he adjusts, relevant to the nature and manifestation of his retardation, will be stressed. An attempt will be made to promote an understanding of all of the factors that influence his development and adjustment. To do this it will be necessary to explore the forces that operate within and upon him and the dynamic way in which he attempts to resolve them.

Ed 420 Teaching Mentally Retarded Children 3 cr.

This course will consider the basic design, philosophy, and procedure developed for teaching mentally retarded children. Emphasis will be placed upon how to organize for teaching the mentally retarded child, how to guide the activities of the mentally retarded child, and how to teach the "fundamental processes" to the mentally retarded child.

Art 330 Arts and Crafts for the Mentally Retarded 3 cr.

See Art Department, page 69.

(BASIC METHODS COURSES REQUIRED FOR SECONDARY STUDENTS WHO WISH TO BE CERTIFIED AS TEACHERS OF THE MENTALLY RETARDED)

El 222 Teaching of Reading

3 cr.

See Elementary Department, page 92

El 313 Teaching of Arithmetic

3 cr.

See Mathematics Department, page 144

TEACHING OF THE SPEECH AND HEARING HANDICAPPED

The curriculum in Teaching of the Speech and Hearing Handicapped is designed to provide the course background necessary for certification of itinerant public school speech and hearing therapists. Offered in an eight semester sequence, it provides required background in the psychology of exceptional children, with special emphasis on speech and hearing handicapped children; required basic courses in elementary teaching methods; and required and elective background and methodology in speech correction and audiology. Student teaching in a public school speech and hearing program is a requirement for certification.

Because of its comprehensive nature, the curriculum lends itself more readily to students preparing in the secondary division. Students who wish dual certification in elementary education and in teaching of the speech and hearing handicapped will need to take two extra summers of study.

Students not intending to obtain certification in this field but who wish to be better prepared to handle children with speech and hearing problems more capably in the classroom may, with the permission of the instructor, elect certain courses in this curriculum. Elementary students are strongly urged to elect Speech Development and Improvement. Semester's expenses not including books and supplies are shown below. Approximate cost for a 36 week academic year is \$900.00.

SEMESTER FEES

(Subject to Change)

Basic Fee (Payable in two installments)	\$100.00
Housing Fee (Payable in two installments)	306.00
Activity Fee	20.00
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Total for one Semester	\$426.00

CURRICULUM IN THE TEACHING OF THE SPEECH AND HEARING HANDICAPPED

FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communication I	5	5
Sci 101 Basic Bio. Sci.	4	3
HPe 101 Health Ed.	2	2
F. L. 111 Foreign Lang. I	3	3
SpH 111 Phonetics for Clin.	3	3
	17	16

SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communication II	5	5
Sci 102 Basic Phys. Sci.	4	3
HPe 102 Phys. Ed. I	2	1
F. L. 112 Foreign Lang. II	3	3
SpH 112 Speech Problems	3	3
	17	15

THIRD SEMESTER

SS 201 Hist. of Civ. I	3	3
EngS 201 Lit. I	2	2
HPe 203 Phys. Ed. II	2	1
Psy 201 General Psych.	3	3
Geog 101 World Geog.	3	3
SpH 211 Hearing Problems	3	3
Math 111 Elective or Fund. of Math.	3	3
	19	18

FOURTH SEMESTER

SS 202 Hist. of Civ. II	3	3
Mus 101 Intro. to Music	3	2
HPe 204 Phys. Ed. III	2	1
Psy 302 Ed. Psych.	3	3
Math 111 Fund. of Math or Elective	3	3
Elective	3	3
Psy 351 Intro to Exc. Child	3	3
	20	18

FIFTH SEMESTER

EngS 202 Lit. II	2	2
SS 302 Hist. of U.S. & Pa. II	3	3
Art 101 Intro. to Art	3	2
El 222 Tchg. of Reading	3	3
SpH 321 Psych. Sp. & H.H. Ch.	3	3
SpH 311 Speech Reading and Auditory Training	3	3
	17	16

SIXTH SEMESTER

Ed 301 Audio-Vis. Ed.	3	2
Ed 302 Hist. & Phil. Am. Ed.	3	3
Ed 305 Evaluation Methods	2	2
Science Elective	3	3
SpH 322 Sp. & Hear. Clin. I	6	3
SpH 351 Speech Pathology	3	3
	20	16

SEVENTH OR EIGHTH SEMESTER

SS 410 Anthro., Logic, or		
SS 402 Philosophy	3	3
SS 401 Am. Citizenship	3	3
El 313 Tchg. of Arith.	3	3
SpH 411*Org. & Admin. of Sp. & Hear. Prog.	4	3
Elective	3-6	3
	16-19	15

SEVENTH OR EIGHTH SEMESTER

Ed 421 Student Teaching	30	12
Ed 422 Prof. Pract. & School Law	2	2
	32	14

*Satisfies professional ed. requirement for methods course in major field.

To obtain dual certification in Speech and Hearing and Elementary Ed., a student would need to take two extra summers of course work.

REQUIRED COURSES

(Group 1—Basic courses in Speech Correction and Audiology)

SpH 111 Phonetics for Clinicians

3 cr.

This course provides background in English speech sound classification systems; translation and transcription using the International Phonetic Alphabet system; and clinical applications of phonetics, including phonetic analyses, speech sound discrimination tests, auditory memory span tests, diadochokinetic tests, and research findings in experimental, acoustic, and motor phonetics that apply to clinical problems. Projects will be stressed. First semester, each year.

SpH 112 Speech Problems

3 cr.

This course introduces the student to the field of speech and hearing therapy. The major types of speech and hearing disorders are surveyed. Emphasis is placed on diagnostic and therapeutic considerations for retarded speech development and functional articulatory and voice disorders. Second semester, each year.

SpH 221 Hearing Problems

3 cr.

This course is essentially an introduction to audiology. It includes a brief history of audiology, anatomy of the aural mechanism, causes of hearing loss, speech and other behavioral effects of different types of hearing losses, pure tone and speech audiometric tests, public school audiometry, educational considerations for the hearing handicapped child, and hearing conservation programs. First semester, each year.

SpH 311 Speech Reading and Auditory Training

3 cr.

This course surveys current methods of speech reading and auditory training for the hearing handicapped person. Demonstrations and projects in clinical methods will be stressed. First semester, each year.

SpH 322 Speech and Hearing Clinic I

3 cr.

This course offers the student elementary practicum in clinical methods of diagnosis and therapy. Practice is given in the use of clinical instruments, lesson planning, case reports and histories, and treatment in both individual and group classes. Prerequisites: All required background courses in Groups 1-2. Each semester, each year.

SpH 351 Speech Pathology

3 cr.

This course is designed to provide extensive background in speech disorders of organic nature. Voice pathologies, cleft palate, cerebral palsy, and aphasia will be studied in detail. Informational background, diagnostic tests, and therapy methods will be discussed and demonstrated. Second semester, each year.

(Group 2—Courses in Psychology of Exceptional Children, with Special Emphasis on Speech and Hearing Handicapped Children)

Psy 351 Introduction to Exceptional Children 3 cr.

(See General Electives, Education and Psychology Department)

SpH 321 Psychology of Speech and Hearing Handicapped Children 3 cr.

This course provides study of causative influences on, and personality effects of, speech and hearing handicaps. Case studies, case history methods, and parental counseling techniques will be reviewed. Studies in the psychology of the speech and hearing handicapped, together with clinical applications and implications for school policies affecting the welfare of these children, will be considered. The framework and limitations of speech and hearing therapy as psychotherapeutic influence will be stressed. First semester, each year.

(Group 3—Basic Courses in Elementary Teaching Methods)

El 222 Teaching of Reading 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

El 313 Teaching of Arithmetic 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

(Group 4—Professional Education Course Requirement for All Majors)

SpH 411 Organization and Administration of a Speech and Hearing Program 3 cr.

This course provides study of the problems in organizing and carrying out itinerant speech and hearing programs. It includes consideration of screening and other case finding methods, scheduling problems, case load, record keeping, public relations, relationships with school administration and staff, and parental counseling. Curriculum materials will be presented and evaluated. Classes and seminars will be conducted. Each semester, each year.

ELECTIVE COURSES

SpH 251 Anatomy and Physiology of the Speech and Hearing Mechanism 3 cr.

This course will consider the muscular, skeletal, and neural contributions to respiration, phonation, resonance, articulation, and audition. Elementary neurological concepts will be studied. Second semester, each year.

SpH 252 Speech Development and Improvement 3 cr.

This course, designed for majors and elementary students, includes the study of normal speech development, types of speech and hearing disorders common to the classroom, and procedures for classroom speech improvement. Each semester, each year.

SpH 352 Stuttering 3 cr.

Prevalent theories of stuttering and methods of therapy will be studied. Extensive consideration will be given to stuttering diagnosis, direct and indirect therapeutic approaches for young stutterers, and symptomatic therapy for adolescent and adult stutterers. Demonstrations and observations of stuttering therapy will be provided.

SpH 353 Speech and Hearing Clinic II 3 cr.

This course provides advance practicum with children presenting more severe speech and hearing problems. The student is expected to assume greater responsibility and self-direction, even though he will be supervised. Prerequisites: Speech and Hearing Clinic I, Speech Pathology, and Stuttering.

Psy 215 Child Development 3 cr.

(See Required Courses in Elementary Education, Elementary Education Department)

Psy 352 Mental Hygiene 3 cr.

(See Psychology Electives, Education and Psychology Department)



Individual Faculty-Student Conference

ELEMENTARY EDUCATION DEPARTMENT

P. D. LOTT, Chairman of Department

LOIS V. ANDERSON
ANNA K. O'TOOLE

JOAN E. WALTHOUR
MAY E. KOHLHEPP

EDWARD R. MOTT

The elementary curriculum is planned to prepare students to teach children who are enrolled in kindergarten, primary and intermediate grades. Upon completion of work in this curriculum, the student will receive the degree of bachelor of science in education and a college provisional certificate which will certify the graduate to teach in the public schools of Pennsylvania.

During the four years of preparation, emphasis is placed on the philosophy that the function of the elementary teacher is to guide the development of children and to provide learning experiences which are meaningful and planned to meet the individual needs of children in the classroom. Much of the work during the first two years is in the general education area; an increasing number of professional and specialized courses are offered during the third and fourth years.

During the four years of undergraduate college training, the prospective elementary teacher works with a program that gives him many experiences in dealing with children. At Indiana the student has opportunities to observe experienced teachers working with children of all age groups in Keith School. This school on the campus is used for observation, participation, and student teaching activities.

A nine-week full-time teaching experience is scheduled for the third year so that the prospective teacher acquires skills in the language arts, social living, and child development areas that are based on real teaching. Prospective teachers who are themselves studying subject matter in regular classes can apply almost immediately the theories and information they have acquired. They are thus offered opportunities to try out in teaching situations what they have learned in classes.

Student teaching in the senior year is usually done in a different school and grade level than in the junior year. The student is given increased responsibility for the entire teaching load.

Throughout the prospective elementary teacher's four years of college work he is encouraged to take every available opportunity to work with children and children's groups and with civic and community organizations. Students are urged to get jobs at playgrounds, to work as counselors in summer camps, to teach Sunday School and Vacation Bible School, to work with Scouts, library

reading groups, and teen-age clubs. They are urged to make school visits during college vacations. A record is kept of all voluntary contacts and summer work experiences as well as other related employment. It is recognized that all these experiences and directed activities contribute toward making the prospective teacher better understand the children whose school activities he will direct. All learning during the four years is directed toward this goal.

Expenses for one year of thirty-six weeks total about \$900.00. Costs for one semester excluding books and supplies are shown below:

SEMESTER FEES

(Subject to change)

Basic Fee (Payable in two installments)	\$100.00
Housing Fee (Payable in two installments)	306.00
Activity Fee	20.00
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Total for one semester	\$426.00



Elementary Music Lesson

CURRICULUM IN ELEMENTARY EDUCATION

Sequence of Courses Subject to Change for Administrative Purposes

FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng S 101 Communications I	5	5
Mus 101 Introduction to Music	3	2
Sci 101 Biological Science	4	3
Geog 101 World Geography	3	3
HPe 101 Health	2	2
	17	15

SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng S 102 Communications II	5	5
Art 101 Introduction to Art	3	2
Sci 102 Basic Physical Science	4	3
Geog 102 Geography of the United States and Pennsylvania	3	3
Math 111 Fundamentals of Mathematics	3	3
HPe 102 Physical Education I	2	1
	20	17

THIRD SEMESTER

SS 202 History of Civilization II.....	3	3
Psy 201 General Psychology	3	3
El 211 Music for the Elementary Grades	3	2
El 213 Art for the Elementary Grades	3	2
El 222 Teaching of Reading	3	3
El 313 Teaching of Arithmetic	3	3
HPe 203 Physical Education II	2	1
	20	17

FOURTH SEMESTER

SS 301 History of United States and Pennsylvania I	3	3
Eng S 201 Literature I	2	2
El 221 Children's Literature	3	3
El 212 Teaching of Music in the Elementary Grades	3	3
El 214 Teaching of Art in the Elementary Grades	3	3
HPe 204 Physical Education III	2	1
Electives	3	3
	19	18

FIFTH OR SIXTH SEMESTER

SS 302 History of United States and Pennsylvania II	3	3
Sci 311 Elements of Earth Science.....	3	3
Ed 302 History and Philosophy of American Education	3	3
Psy 302 Educational Psychology	3	3
El 314 Teaching of Health and Physical Education	3	2
Electives	3	3
	18	17

FIFTH OR SIXTH SEMESTER

Eng S 202 Literature II	2	2
El 312 Teaching of Elementary Science	3	3
Psy 215 Child Development	3	3
Ed 321 Student Teaching and Direction of Pupil Activities	15	6
	23	14

SEVENTH OR EIGHTH SEMESTER

SS 420 Introduction to Philosophy or SS 410 Introduction to Anthropology or SS 421 Logic	3	3
SS 401 American Citizenship	3	3
Ed 301 Audio-Visual Education	3	2
Ed 305 Evaluation Methods	2	2
Electives	6	6
	17	16

SEVENTH OR EIGHTH SEMESTER

El 411 Teaching of Social Studies	3	3
El 413 Teaching Language Arts	3	3
Ed 422 Professional Practicum including School Law	2	2
Ed 421 Student Teaching and Direction of Pupil Activities	15	6
	23	14

Required Courses in Elementary Education

Psy 215 Child Development

3 cr.

This course is designed to enable the teacher to understand and help children. A survey of human development from conception through early adolescence is made in terms of basic scientific data. Developmental growth and behavior are studied and their implications for home, school, and community are considered.

El 221 Children's Literature

3 cr.

In this course the students acquire a wide acquaintance with children's literature, old and new. Poetry selections, annotated stories, and bibliographies will be assembled. Ways and means to develop, stimulate, and guide children's reading of literature are presented. Principles and techniques of successful story-telling are studied and practiced.

El 222 Teaching of Reading

3 cr.

This course is given before the first student teaching experience. Emphasis is placed upon methods and materials used in the developmental reading program. Its objective is to provide the student with a general background of knowledge and techniques for teaching children in the elementary school to read. Students are introduced to the experience, textbook, and individualized reading approaches to the teaching of reading.

El 411 Teaching of Social Studies

3 cr.

This course gives an overview of social studies in the elementary school. It includes study of objectives, trends, areas of content, patterns and principles of organization. The Pennsylvania Course of Study for this area is studied. Emphasis is placed on unification of subject matter and on implication of research in child development for content and methods.

Students will have experience in preparing an individual resource unit and in planning, participating in, and evaluating social studies in class. A variety of learning experiences and materials will be used and evaluated.

El 413 Teaching Language Arts

3 cr.

This course is designed to give the elementary student a knowledge of the latest techniques, methods, and materials in the language arts area. Research and trends are studied. The fields of handwriting, spelling, oral and written communication, and vocabulary development are included.

Ed 422 Professional Practicum including School Law

2 cr.

The professional practicum in elementary education includes a series of conferences and related activities planned to prepare students for experiences which they will meet in teaching. It parallels

the student teaching experience in the junior and senior years. Conferences are held with members of the elementary department, supervising teachers of Keith School, off-campus supervising teachers and principals of schools in student teaching centers. Through these planned experiences, students are expected to be able: to know and understand Pennsylvania laws governing education; to discuss adequately problems related to teaching; and to know and use materials of instruction and professional reference reading. A file of materials, required of each elementary student, is used during each student teaching experience and is checked during the senior year.

ELECTIVE COURSES IN ELEMENTARY EDUCATION

EI 351 Creative Activities in the Elementary School 3 cr.

This course is planned to provide the student with a wide range of creative experiences in the fields of art, crafts, music, rhythmic, dramatics and games in the elementary school. Stress is placed upon the need to help children in developing their capacities for creative expression in these areas.

EI 352 Diagnostic and Remedial Reading 3 cr.

This course is planned for in-service teachers and students who have done their student teaching. It deals with methods and materials which help children who are retarded in reading ability. Attention is given to recent findings in the areas of reading readiness, word recognition including phonics, comprehension, evaluation, and text-book selection.

EI 353 Pre School Education 3 cr.

Students in this course will be mainly concerned with the five-year-old in kindergarten. Principles and practices of this age group will be studied. Special attention will be given to observations, the kindergarten program and its curriculum, materials, and methods of instruction.

Ed 355 School and Community 3 cr.

This course helps to identify and give the techniques for the use of a great variety of community resources that can be used to enrich classroom instruction. Included also is a study of various outside influences on the school and its curriculum and the techniques of public relations that can be practiced by the classroom teacher.

Ed 356 Guidance in Elementary Schools 3 cr.

This course is designed to give the student an initial understanding of the guidance of young children. Study and discussion center around the child himself — his characteristics, needs, problems, motives, and relations with others — and around the techniques and procedures for identifying, studying, and giving help to children in respect to these facets of personality.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

GEORGE P. MILLER, Chairman of Department

OWEN DOUGHERTY
ANN ELLIOTT
MARGARET M. MARTIN

REGIS McKNIGHT
RUTH PODBIELSKI
LEWIS SHAFFER

SAMUEL SMITH

The Health and Physical Education Department provides required Health and Physical Education courses for all students in all curricula, a number of elective courses for those seeking certification in the field of Education for Safe Living and some non-credit activity courses.

All students are expected to pass a college swimming test. Those who are unable to meet this requirement after considerable training and practice will be given the privilege of meeting a substitute requirement.

The Health and Physical Education Department serves the entire college by means of:

1. Required courses in Health and Physical Education in which effort is made to assist the individual student to attain the highest quality of vigor and skills of which he is capable.
2. Professionalized content for Elementary students preparing them to conduct or assist in conducting a modern Health and Physical Education Program in the public schools.
3. Provides opportunities for participation in worth-while leisure time activities and attainment of skills in those of value for adult use.

All students taking Health the first semester will take Physical Education I the second semester; conversely, students taking Physical Education I the first semester will take Health the second semester. All students will take Physical Education II in the third semester, and Physical Education III in the fourth semester.

GENERAL EDUCATION COURSES

(Required of all students)

HPe 101 Health

2 cr.

Health consists of a study of the individual and community problems with the chief emphasis placed on the improvement of the student's own health.

HPe 102 Physical Education I

1 cr.

This course provides a seasonal program of sports and activities that will have some carry-over value. The activities will improve the physical fitness of the student and develop a number of sport skills.

HPe 203 Physical Education II

1 cr.

A continuation of Physical Education I with greater emphasis on participation in activities learned in Physical Education I.

HPe 204 Physical Education III

1 cr.

This course will provide for greater specialization in selected activities to bring personal performance ability to advanced levels. "The equivalent of the American Red Cross Standard First Aid Course will be included in this course."

REQUIRED IN ELEMENTARY EDUCATION**El 314 Teaching of Health and Physical Education**

2 cr.

See Elementary Section for course description

ELECTIVE COURSE**HPe 356 First Aid**

1 cr.

The college course includes the Red Cross Standard and Advanced Course which requires 26 hours of work and the Red Cross Instructors Course which requires 3 hours of orientation work. Red Cross certificates will be awarded upon the successful completion of each course. The successful completion of the Instructor's Course permits the holder of that Certificate to conduct classes in First Aid.

NON-CREDIT ACTIVITY COURSES**Red Cross Life Saving and Swimming**

The college cooperates with the American Red Cross in conducting life saving and swimming classes in the college pool. Many students earn their Senior and Instructor's certificates in Life Saving. This enables these students to work in summer camps and city pools as life savers.

CERTIFICATION IN THE FIELD OF EDUCATION FOR SAFE LIVING

The State Council of Education approved this new certification January 9, 1948. The four courses below, Introduction to Safety Education, Driver Education, the Organization and Administration of Safety Education, and Methods and Materials in Safety Education in the Secondary Schools meet the requirements for certification with 12 semester hours. A temporary standard certificate is issued upon the completion of these courses and it becomes permanent after two years of successful experience in the field.

HPe 251 Introduction to Safety Education

3 cr.

The Introduction to Safety Education course is one which will be valuable to teachers of all grade levels and all departments. It deals with the recognition of unsafe conditions and practices, and the methods by which they may be eliminated or minimized, in an accident prevention program. The study includes home, school, occupational, and public safety.

HPe 252 Driver Education

3 cr.

Driver Education is a combination of class instruction in traffic safety and driver training in actual behind-the-wheel practice in a dual control car. It prepares the student to teach driver education in a high school. The prerequisites for the course are: the student should have driving ability above the average and evidence of holding a driver's license, plus at least two years of driving experience without having a major accident for which the driver is responsible.

HPe 254 Organization and Administration of Safety Education 3 cr.

The Organization and Administration of Safety Education deals with the basic principles of organizing, administering and supervising safety education procedures in schools. A large part of the course is devoted to methods of teaching pupil safety activities in school and community.

HPe 253 Methods and Materials in Safety Education in the Secondary Schools

3 cr.

Methods and Materials in Safety Education in the Secondary Schools is a course that emphasizes the use of correlating and integrating safety with many different subjects and school activities, teaching as a separate subject and centering safety education around pupil organizations and special projects.

HOME ECONOMICS DEPARTMENT

OPAL T. RHODES, Chairman of Department

FRANCES V. ATKINS
 HELEN L. BROWN
 HELENA JENSEN
 SALLIE SUE KOON
 ELIZABETH HEARN LA VELLE

HELEN C. MERRIMAN
 RACHEL DALE MOSS
 LEOLA T. NORBERG
 MILDRED E. OMWAKE
 DEE STEPHENSON SMITH

Graduates from this department receive a provisional certificate valid for teaching in any vocational or general home economics position in the public schools of Pennsylvania. They are qualified to manage or supervise a school lunch program. A minor in some field of certification is possible. The academic course in high school is desirable but is not required.

The home economics curriculum includes a good general education, all areas of homemaking, and professional preparation for teaching. Special phases of the home economics program include:

The nursery school for children two, three and four years old.

The home economics cafeteria where students learn to manage a school lunch program.

The home economics club which is affiliated with state and national organizations.

Two home management houses with babies under a year old where seniors put into practice all areas of homemaking.

Student teaching in a typical high school in Pennsylvania.

Adult education experience.

Experience with the elementary program in local schools.

The demand for home economics teachers is heavy and many times the number of graduates could be placed. In addition to teaching, graduates are qualified for a later profession, homemaking, and for many fields in the business world. The bachelor of science degree in home economics is recognized for entrance to graduate courses.

Expenses for the college year of 36 weeks amount to about \$925.00. The costs for one semester are itemized below but are subject to change. Books and supplies are extra.

Basic Fee (payable in two installments)	\$127.00
Housing Fee (payable in two installments)	\$306.00
Activity Fee	20.00

Total for one semester \$453.00

CURRICULUM IN HOME ECONOMICS EDUCATION

FIRST SEMESTER

	Hours	
	Clock	Sem.
Eng S 101 Communications I 5	5	5
English I (3-3) and Speech I (2-2)		
H Pe 101 Health Education 2	2	2
HE 213 Principles of Design 4	2	
HE 112 Clothing I 6	3	3
Sci 115 Physiology 3	3	3
Mus 101 Introduction to Music 3	2	
	23	17

SECOND SEMESTER

	Hours	
	Clock	Sem.
Eng S 102 Communications II 5	5	5
English II (3-3) and Speech II (2-2)		
HE 113 Household Care & Equipment 4	2	2
HE 111 Foods I 6	3	3
Sci 102 Basic Physical Science 4	3	3
H Pe 102 Physical Ed. I 2	1	1
Geog 101 World Geography 3	3	3
	24	17

THIRD SEMESTER

Sci 173 Inorganic Chemistry 5	3	
HE 211 Foods II 6	3	3
SS 201 History of Civ. II 3	3	3
Psy 201 General Psychology 3	3	3
HPe 203 Physical Education II 2	1	1
Psy 215 Child Development 2	2	2
	21	15

FOURTH SEMESTER

Eng S 201 Literature I 2	2	
Sci 277 Organic Bio-Chemistry 5	3	3
HPe 204 Physical Ed. III 2	1	1
SS 202 History of U.S. & Pa. 3	3	3
HE 215 Home Furnishing 4	3	3
HE 212 Nutrition 4	3	3
	20	15

FIFTH SEMESTER

Psy 302 Educational Psychology & Eval. Tech. 3	3	3
HE 214 Clothing II 4	2	2
HE 216 Clothing Selection 3	2	2
HPe 356 First Aid 1	1	1
HE 411 Family Relations 2	2	2
	13	10

SIXTH SEMESTER

Ed 301 Audio-Visual Ed. 3	2	
HE 313 School Lunchroom Management I 9	3	3
Sci 366 Bacteriology 4	2	2
HE 413 Consumer Economics 2	2	2
Elective 6	6	6
EngS 202 Literature II 2	2	2
	26	17

SEVENTH SEMESTER

HE 415 Methods in Home Economics (Vocational) 6	3	3
Ed 422 Professional Practicum 4	2	2
HE 416 Family Finance 2	2	2
HE 312 Housing 2	2	2
HE 417 Clothing III 4	2	2
History & Philosophy of Education	3	3
SS 401 American Citizenship 3	3	3
	24	17

EIGHTH SEMESTER

Ed 421 Student Teaching 20	8	
HE 414 Home Management 9	3	3
Ed 422 School Law 1	1	1
HE 412 Nursery School Child ... 4	2	2
	34	14

CLOTHING**HE 112 Clothing I** 3 cr.

Three garments, as a minimum, are made with emphasis on good appearance and efficient management in the process of making each article. This involves a study of commercial patterns, and of quicker and better ways of garment construction. The sewing machine is used extensively and hand sewing is done when appropriate. The cost of the fabric is approximately \$30.

HE 214 Clothing II 2 cr.

An intensive study of the practical methods of solving fitting problems and applying the principles of dress design form the basis for this course. Practical applications are made by flat pattern designing and the construction of a dress. Students demonstrate and conduct the review of more difficult construction processes in sewing. Cost of fabric is approximately \$30.00. Prerequisite: Clothing I.

HE 417 Clothing III 2 cr.

A coat or suit is tailored and a short unit is included on the more difficult mending problems. Additional ability is gained in pattern construction, use and techniques. The Bishop Method of tailoring is used. Cost of fabric is approximately \$40.00.

HE 314 Textiles and Clothing Economics 2 cr.

The manufacture of fabrics and the making and retailing of ready made garments is considered in relation to retail cost. Selection and upkeep of clothing and household textiles is studied from the stand point of quality of fiber, fabric and finish. Labels and laws governing the sale of fur, fabrics and manufactured articles are investigated.

CONSUMER EDUCATION**HE 413 Consumer Economics** 2 cr.

An understanding of economic problems of consumer buying is sought. Problems of production, distribution, merchandising, and buying are studied. Emphasis is placed upon help available from government, private agencies and consumers themselves. A program for the education of intelligent consumers is planned. Gaining maximum satisfaction from goods and services available to each family is an important goal.

FAMILY AND CHILD**Psy 215 Child Development** 2 cr.

Development from conception to adolescence is studied. The child as an individual and the adult's opportunities and responsibilities for assisting each child toward optimum development is emphasized.

HE 411 Family Relations

2 or 3 cr.

Students have opportunity to gain knowledge and understanding of personality development and the importance of early family and community influence in well adjusted lives and family stability. Emphasis is on preparation for marriage and problems of human relations within homes. Reading, discussion, and conferences are used in facing and solving problems.

HE 412 Nursery School Child

2 cr.

Opportunity for observation, study, and care of children between 2 and 5 is provided.

FOODS AND NUTRITION**HE 111 Foods I**

3 cr.

Basic principles of meal planning, food selection and preparation are covered as they relate to family meals. Table service and marketing are included. Demonstrations and other teaching techniques give emphasis to the preparation for teaching. Laboratory work provides experience and evaluation of standards. Three nurses uniforms and comfortable white shoes are needed.

HE 211 Foods II

3 cr.

Foods studied and prepared present more advanced problems in cookery and meal service than those of Foods I. Some of these relate to food preservation, freezing of foods, meat selection and cookery, poultry dressing, methods of making breads, cakes and pastry. Recent research and experimentation indicating new and improved methods of cookery are considered. Demonstrations and other teaching techniques serve as a preparation for teaching.

HE 212 Nutrition

3 cr.

Positive relation of food to health is emphasized. Signs of good and poor nutrition, functions of nutrients, interdependence of dietary essentials, and nutritive essentials of an optimum diet are studied. Nutritional requirements in infancy, childhood, adult life, pregnancy, lactation, old age, common nutritional deficiency and disorders are emphasized. Adequate diets on different economic levels, racial and nationality are considered. Laboratory work provides for further understanding of these problems.

HE 313 School Lunchroom Management I

3 cr.

Future home economics teachers have instruction and experiences essential to managing and/or essential to supervising a school lunch program. These experiences include planning, preparing and serving lunches that are nutritionally adequate, attractive and inexpensive. All of the work is coordinated with the requirements of the National School Lunch Program.

HOME MANAGEMENT**HE 416 Family Finance**

2 cr.

Economic principles underlying personal and family financial problems are studied. Sources of income; how family members can reduce expenditures through wise use of time, material and human resources; increasing real and physic income; accounts; savings and investments; legal contracts; banking; home production; the optimum use of social income sources; and planning for the wise use of the family income are all studied. An understanding of what low incomes mean in terms of living is sought. Ways of helping families live better on their incomes are emphasized.

HE 311 Home Care of the Sick

1 cr.

Principles of the care of the sick in the home and of the sick in time of disaster and emergencies are studied. Practical laboratory experience is provided. The student is awarded the American Red Cross Home Nursing certificate upon completion of the course.

HE 414 Home Management

3 cr.

Students experience activities of home living as a group. Managerial ability is developed and human values and relations emphasized. Child care and guidance; planning, buying, preparing and serving meals; the use and care of all household equipment; care and management of the home; entertaining and providing for better living are supervised and improved.

HE 113 Household Care and Equipment

2 cr.

Principles needed for the wise selection, efficient operation and care of kitchen, laundry, and other household equipment are studied and applied. Comparative studies of operation and efficiency of various kinds of equipment, procedures and cleaning materials are emphasized. Good management in arrangement, storage and working heights and procedures that will save time, energy and money and secure good results in family living form the basis of the course.

HE 312 Housing

2 cr.

Problems confronting families in finding suitable housing are considered. Community planning, selection or construction of homes, architectural designs, materials and processes in construction and finishes, factors affecting costs and quality, building economics, legal aspects, heating, ventilation, lighting, plumbing, floor plans for convenience, comfort, and aesthetic values, and housing maintenances are studied.

PROFESSIONAL

Ed 101 Professional Orientation

3 cr.

This orientation and guidance course is designed to acquaint prospective teachers with the opportunities and requirements of their profession, the relationship of the school to society, the organization of the American school system, the pupil and the educational process. Extensive directed observation of various schools and learning situations will be required.

HE 415 Methods in Teaching Home Economics (Vocational) 4 cr.

Students are helped to understand and solve problems of the home economics teacher in reimbursed and non-reimbursed positions. Teacher responsibilities considered are adult education, curriculum, evaluation, pupil-teacher planning, home visits and experiences, teaching techniques, boys and mixed classes, Future Home Makers Association, and home living in elementary grades. Observations and participation in adult, college and Keith elementary and secondary classes are used to prepare teachers to include all phases of home living and to teach in democratic schools.

Ed 421 Student Teaching (Resident)

8 cr.

During student teaching senior students live in typical communities and teach in superior departments approved for vocational home economics. Saturday campus conferences provide for study, help with professional problems and an exchange of ideas and experiences.

Ed 422 Professional Practicum

1 cr.

Observation and participation in secondary home economics classes parallel methods so that students gain an at home feeling in the classroom and a knowledge of theory in practice. They study children, select educational experiences and materials, motivate and guide learning and work with subject matter selection and organization.

Ed 422 School Law

1 cr.

This course aims to provide an interpretation of school law as it directly pertains to the needs of the teacher. The course is given concurrently with methods.

RELATED ART

HE 216 Clothing Selection (Costume Design)

2 cr.

Opportunity to select clothing for herself and others under supervision is provided. Personality, coloring and figure variations are studied in relation to color, texture and pattern designs. Costume accessories are designed and made. Class experiences create a consciousness of the value of being well groomed and provide techniques for accomplishing this. Prerequisites: Principles of Design.

HE 215 Home Furnishing

3 cr.

Students develop ability to create attractive livable homes and judgment in selecting and purchasing suitable home furnishings. Floors, walls, and windows, the arrangement of furnishings and furniture and remedies for problem rooms and houses are studied. Improvising, mending, remodeling, and refinishing furniture, making curtains, slip covers and draperies, etc., provide practical problems. Prerequisites: Principles of Design and Clothing I.

ELECTIVES**HE 451 Clinic in Home Economics Education**

3 cr.

This course provides further study for teaching various areas needed for adequate living in the home and the community. The philosophy underlying learning, evaluation, curriculum planning and effective teaching is studied and applied to specific field situations.

HE 353 Clothing IV

2 cr.

An appreciation of what constitutes good design in hats as part of the complete ensemble is developed. Selection, construction and remodeling hats for different seasons is included.

HE 354 Clothing V Special Problems in Clothing

3 cr.

Clothing problems met by individuals in home, college and teaching are solved. This course also provides a background for students who have had little previous experience in clothing construction. Prerequisite: Consent of the instructor.

HE 355 Diet in Disease (Diet Therapy)

3 cr.

A study is made of diet problems of infants, growing children, the aged, pregnant and lactating women, and diseases such as diabetes, nephritis, gastro-intestinal disease and others needing special dietary treatment. Special diets are planned, calculated, and prepared. The course is planned for students desiring advanced nutritional study. Prerequisites: Foods I, Nutrition, Chemistry, Physiology or Biology.

HE 356 School Lunchroom Management II

3 cr.

(Organization and Administration)

Problems of food service administration in various types of educational institutions are studied, such as management of personnel, labor, food, equipment, and supplies; record keeping; professional standards and ethics; experience in supervision of food service. Field trips to schools and other food service units are provided.

HE 357 Special Problems in Foods

3 cr.

Food problems which meet the particular needs of the group or of individuals are solved. Foods for special occasions, demonstrations, experimental work, food decoration and arrangement of illustrative material are among the suggested units. Prerequisites: Foods I and II.

Electives for out of Department Students**HE 351 Nutrition Education**

1 or 2 cr.

Fundamentals of food selection, menu making and principles of nutrition are studied. Application is made to the various age groups, economic levels, and social and national background. Emphasis is placed on nutrition for the school child with consideration of the school lunch program. This course is designed for all elementary, science and health education majors.

PSN 402 Nutrition and Community Health

2 cr.

A study is made of the nutritional problems of the infant, pre-school child, young school child, adolescent, adult and aged people of the community. Emphasis is placed on recognizing good nutritional status, and ways and means of guiding families toward better nutrition. School lunch is also emphasized. The course is designed to help the public school nurses and teachers.

Elective for Department and Out-of-Department Students**HE 357 Special Problems in Food**

3 cr.

A course wherein emphasis is placed on unusual methods of food preparations, preparation and service of food of foreign origin and food for special occasions. Prerequisites: Foods I and II.

MILITARY SCIENCE AND TACTICS DEPARTMENT

LT. COLONEL TRUMAN E. DEYO, PMST

MAJOR JAMES M. SKINNER

CAPTAIN DON A. WILKINSON

CAPTAIN WILLIAM K. HUNZEKER

MSGT. WILLIAM E. DeLONG

SFC ARTURO ALAYON

SGT. JOSEPH A. LINDSAY

SGT. WILLARD U. MORGAN

Indiana State College, Indiana, Pennsylvania, is authorized a Senior Division, Reserve Officers Training Corps unit. The mission is to provide junior officers who have the qualities and attributes essential to their progressive and continued development as officers of the Army of the United States.

REQUIREMENTS FOR ENROLLMENT

The general requirements for enrollment in the ROTC are that the student be a citizen of the United States, physically qualified as prescribed by the Department of the Army, accepted by the institution as a regularly enrolled student, not less than 14 years of age, but less than 23 years of age at the time of enrollment. For continuance in the ROTC the student must successfully complete such general survey or screening tests as are given to determine eligibility for admittance to the Advanced Course, and agree in writing upon admission to the advanced course to complete the course of instruction offered, unless released by the Department of the Army. Veterans may receive credit for portions of the ROTC military course for military service completed prior to enrollment in ROTC.

WHAT ROTC OFFERS

Uniforms, equipment, ROTC textbooks, and notebooks are issued without cost to formally enrolled cadets.

Students having successfully completed the Basic Course, or having at least one year of active service in the Armed Forces, and meeting the Advanced Course admission requirements are paid a subsistence allowance in lieu of rations currently amounting to twenty-seven (27) dollars per month during the time they are taking the Advanced Course.

After the student completes the Advanced Course and receives his baccalaureate degree from the college he is eligible for a commission as a second lieutenant in the United States Army Reserve.

Students who have completed the first year Advanced Course and have displayed outstanding qualities of military leadership, high moral character, and definite aptitude for military service are designated "Distinguished Military Students." Students so honored

who maintain the standards until graduation are designated "Distinguished Military Graduates," and are eligible for appointment in the Regular Army.

Policies affecting enrollment and continuance of students in the Senior Division of the Reserve Officers Training Corps are included in the provisions of the Selective Service Act of 1950. This Act provides for military deferment of students (certain basic course students upon request, and all advanced course students) until completion of their academic course under the following conditions:

1. Students enrolled in the ROTC must remain in good standing in both their academic and military courses.
2. They must demonstrate proper and sufficient aptitude and leadership characteristics ultimately to qualify them for appointment as commissioned officers.
3. They must attend a summer training camp, when ordered by competent authority (usually at the end of the Junior year).
4. They are required to sign an agreement to accept a commission in the Army, if and when tendered, and to serve not to exceed two (2) years on active duty as an officer, subject to call by the Secretary of the Army.

SPECIAL FEES

* * *

ROTC Activity Fee and Clothing Deposit. The sum of \$6.00 is collected in September from each cadet enrolled in ROTC. Of this amount \$1.00 represents the cadet's initial share of the cost of the annual Military Ball; \$.35 covers the cost of the cadet name tag (normally deducted on initial enrollment only); and the remainder is a deposit against possible loss of items of clothing or equipment loaned to the cadet by the U. S. Government. Refunds are made at the end of the school year, or earlier, as applicable.

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CURRICULUM IN MILITARY SCIENCE AND TACTICS

The Military Science curriculum covers four years and is divided into two courses: The Basic Course and the Advanced Course.

THE BASIC COURSE

The first two years of Military Science comprise the Basic Course which furnishes a background in basic military subjects. A minimum of three hours instruction each week is required for this course.

1st Year

MS 101 Military Science I 2 cr.

Instruction in Organization of the Army and ROTC; Individual Weapons and Marksmanship; and Leadership.

MS 102 Military Science I 2 cr.

Instruction in American Military History, and Leadership.

2nd Year

MS 203 Military Science II 2 cr.

Instruction in Map Reading; U. S. Army and National Security; and Leadership.

MS 204 Military Science II 2 cr.

Instruction in basic Quartermaster Tactics and Techniques; and Leadership.

THE ADVANCED COURSE

The second two years comprise the Advanced Course, each year of which consists of 105 hours of instruction in Military subjects and 45 hours of instruction in selected academic fields approved by the Professor of Military Science and Tactics. Students who clearly demonstrate during their attendance in the Basic Course the qualities necessary to become a Reserve Officer of the U. S. Army are enrolled in the Advanced Course.

For admission to this course a student must fulfill the following: have completed the Basic Course; be selected by the Professor of Military Science and Tactics and the President of the College; be 27 years of age or under at time of enrollment; meet physical requirements as established by the Department of the Army; execute a contract with the Government to finish the course, attend a six-week summer camp and accept a commission in the United States Army Reserve, if tendered. When contract is signed, completion of the Advanced Course becomes a requirement for graduation.

3rd Year

MS 305 Military Science III 3 cr.

Instruction in Principles of Leadership; Military Teaching Methods; Principles of Supply; and Exercise of Command.

3rd Year

MS 306 Military Science III 3 cr.

Instruction in Procurement; Quartermaster Operations in the Theater of Operations; and Exercise of Command.

4th Year

MS 407 Military Science IV

4 cr.

Instruction in Logistical Organization of the Continental United States; Quartermaster Activities at Installations; Petroleum Procedures; Food Service; Army Administration; Military Law; and Exercise of Command.

MS 408 Military Science IV

Instruction in Service Orientation; Role of the United States in World Affairs; and Exercise of Command.

SUMMER CAMP

The six weeks of summer camp is attended by students upon completion of the first year of the Advanced Course of Military Training. Time at camp is devoted to the practical application and demonstration of principles and theories taught during the school year. While at camp each student will receive lodging, subsistence, uniforms, medical care, reimbursement for travel and pay of the first enlisted grade of the United States Army (currently \$78.00 per month).



ROTC Rifle Team

MUSIC DEPARTMENTHAROLD S. ORENDORFF, *Chairman of Department*

ROBERT W. BURGGRAB
DONALD J. CALDWELL
CATHERINE C. CARL
CHARLES A. DAVIS
DANIEL DiCICCO
GLADYS DUNKELBERGER
MARY E. FIORE
OLIVE FORNEAR
WALTER A. GOLZ

ARVILLA HARROLD
THOMAS J. HUGHES
H. EUGENE HULBERT
C. DAVID McNAUGHTON
RUSSEL C. NELSON
CLEL T. SILVEY
BETTY DANDO STEWART
LAWRENCE C. STITT
ALLEN R. TRUBITT

Objectives of the Department: The main objective of the Department of Music Education is to contribute toward the general education and professional preparation of the college student as a citizen and as a teacher for the public schools. Toward this goal, the department regards its responsibility in a 3-fold capacity: (1) To the general college student, (2) To the future elementary classroom teacher, and (3) To the student who majors in Music Education and who will be certified to teach and supervise music in the schools of the Commonwealth.

Requirements for Admission: Admission to the Music Education Department at Indiana State College requires the following procedure:

1. The applicant must take the Aliferis Music Achievement Test during a regular test date on the college calendar.
2. Demonstrate keyboard facility by means of a prepared selection at the piano.
3. Demonstrate satisfactory sight-reading ability on the piano.
4. Demonstrate vocal control by singing a prepared art song with accompaniment. An accompanist will be furnished by the department.
5. Demonstrate satisfactory sight-reading ability with his voice without accompaniment.
6. Demonstrate musicality by means of a prepared selection on one or more of the standard band or orchestral instruments with accompaniment. An accompanist will be furnished by the department.
7. Demonstrate sight-reading on one of the standard band or orchestral instruments without accompaniment.

Items two through seven will be recorded on tape for future reference.

The purpose of the above procedure is to prove teachability and basic musicianship before admission to college level work in a teacher training institution. An outstanding rating in **all areas** is **not necessary**. A student with **no piano background may be admitted** if the student is strong in the other areas. A candidate with **no instrumental background may be admitted** by strength evidenced in keyboard and voice.

The music staff at Indiana feel that, first of all, the applicant must prove the possession of a reasonable degree of musical potential. Then he may begin his teacher training, as we are exclusively engaged in the training of teachers of music.

The fees for a college year of 36 weeks amount to \$950.00. The costs for one semester are itemized below, but are subject to change. Books and supplies are extra.

Basic Fee (Covering cost of class instruction, private lessons, piano rental)	\$145.00
Housing Fee	\$306.00
Activity Fee	\$ 20.00
	<hr/>
	\$471.00

ENSEMBLES

Students in the vocal music education curriculum, whether their major is piano or voice, will participate in one of the large vocal ensembles every semester. Freshmen are not eligible for the College Choir.

Students in the instrumental music education curriculum will participate in one of the large instrumental ensembles every semester. They will further be required to participate in one vocal ensemble each semester of their freshman year.

Students in the general music education curriculum will be required to participate in one vocal and one instrumental ensemble each semester.

If one of the music ensembles is in need of a particular player because of uniqueness of the instrument or voice, the student may be required to participate even though he has fulfilled the above requirements.

CURRICULUM IN MUSIC EDUCATION

Sequence of courses subject to change for administrative purposes.

Students may elect one of the following curricula at the time of their entrance examination:

FIRST SEMESTER

	Piano—V. or Voice—P. Hours		Instr. Hours		General Hours	
	Clock	Sem.	Clock	Sem.	Clock	Sem.
EngS 101 Communication I	5	5	5	5	5	5
Art 101 Intro. to Art	3	2	3	2	3	2
Mus 111 Solfeggio I	3	2	3	2	3	2
Mus 211 Theory I	5	4	5	4	5	4
Applied Music	12		18		18	
Class Voice, 1; Private Piano, 1		2				
Major Instrument, 1; Class Violin, 1; Pvt. Piano, 1 ...				3		
Private Piano, 1; Class Voice, 1; Class Clarinet, 1 ...						3

SECOND SEMESTER

EngS 102 Communication II	5	5	5	5	5	5
HPe 101 Health	2	2	2	2	2	2
Mus 112 Solfeggio II	3	2	3	2	3	2
Mus 212 Theory II	5	4	5	4	5	4
Applied Music	12		18		18	
Class Voice, 1; Private Piano, 1		2				
Major Instr., 1; Class Clarinet, 1; Private Piano, 1 ...				3		
Private Piano, 1; Class Voice, 1; Class Violin, 1 ...						3

THIRD SEMESTER

EngS 201 Literature I	2	2	2	2	2	2
SS 202 Hist. of Civ. II	3	3	3	3	3	3
..... For. Lang. I	3	3	3	3	3	3
Sci 102 Bas. Phy. Sci. I	4	3	4	3	4	3
Mus. 313 Theory III	3	3	3	3	3	3
Applied Music	18		18		18	
Pvt. Vo. or P., 1; Pvt. Piano or Vo., 1; Cl. Vio., 1		3				
Major Instr., 1; Class Strings, 1; Class Voice, 1				3		
Pvt. Piano, 1; Private Voice, 1; Cl. Woodwinds, 1 ...						3

FOURTH SEMESTER

..... For. Lang. II	3	3	3	3	3	3
Psy. 201 General Psychology	3	3	3	3	3	3
..... Bas. Phy. Sci. II	4	3	4	3	4	3
Mus 314 Theory IV	3	3	3	3	3	3
Mus 102 Eurythmics I & II	2	1	2	1	2	1
Applied Music	18		18		18	
Pvt. Vo. or P., 1; Pvt. Piano or Vo., 1; Cl. Clar., 1 ...	3					
Major Inst., 1; Cl. Woodwinds, 1; Class Voice, 1			3			
Private Piano, 1; Private Voice, 1; Class Strings, 1 ...						3

FIFTH SEMESTER

	Piano—V. or Voice—P.		Instr.		General	
	Hours		Hours		Hours	
	Clock	Sem.	Clock	Sem.	Clock	Sem.
EngS 202 Literature II	2	2	2	2	2	2
SS 303 Hist. of U.S. & Pa.	3	3	3	3	3	3
HPe 204 Phys. Ed. III	2	1	2	1	2	1
Mus 215 Survey of Music Literature	3	3	3	3	3	3
Mus 315 Methods I (Elementary)	3	2			3	2
Mus 316 Methods II (Junior High School)			3	2		
Mus 219 Conducting I (Fundamentals)	3	2	3	2	3	2
Applied Music	18		18		18	
Pvt. Voice or P., 2; Pvt. Piano or Voice, 1		3				
Major Inst., 1; Class Cornet, 1; Cl. Percussion, 1				3		
Class Cornet, 1; Class Percussion, 1; Elective, 1						3

SIXTH SEMESTER

Ed 301 Audio Visual Education	3	2	3	2	3	2
Psy 202 Ed. Psych.	3	3	3	3	3	3
Mus 311 Music History I	3	3	3	3	3	3
Mus 316 Methods II (Junior High School)	3	2			3	2
Mus 410 Methods III (Senior High School)	3	2	3	2	3	2
Mus 223 Conducting III (Instrumental)			3	2		
Mus 220 Conducting II (Choral)	3	2			3	2
Mus 411 Methods IV (Instrumental)			3	2		
Applied Music	18		12		18	
Pvt. Voice or P., 2; Pvt. Piano or Voice, 1		3				
Major Instrument, 1; Class Brass, 1				2		
Class Brass, 1; Elective, 2;						3

SEVENTH SEMESTER

SS American Citizenship	3	3	3	3	3	3
Science Elective	4	3	4	3	4	3
Ed Hist. & Phil. Am. Ed.	3	3	3	3	3	3
Mus 312 Music History II	3	3	3	3	3	3
Music Electives	6	4				
Mus 353 Counterpoint			3	2		
Mus 411 Methods IV (Instrumental)					3	2
Mus 223 Conducting III (Instrumental)					3	2
Mus 415 Orchestration			3	2		
Applied Music	12		6			
Pvt. Voice or Piano, 1; Class Cornet, 1		2				
Major Instrument, 1				1		

EIGHTH SEMESTER

Ed 421 Student Teaching	30	12	30	12	30	12
Ed 422 Professional Practicum	2	2	2	2	2	2

GENERAL EDUCATION COURSE (Required of All Students)**Mus 101 Introduction to Music**

3 hours — 2 cr.

This course provides an orientation in music experience from present to past, and is required of all college students. It aims (1) to enrich the student's cultural experience, as well as (2) to equip the prospective teacher with an understanding of music as it relates to general education and the art of daily living. The possibility of correlations with other subjects is explored. No prerequisite courses or special abilities are required.

MUSIC THEORY

The theory courses aim to develop the techniques required for a comprehensive understanding of music literature through analysis and the creative approach. Constant emphasis is made upon the practical application of skills. Facility at the keyboard is one of the most important general functional aims throughout all theory courses. The teachers of private piano are expected to assist with the keyboard drills.

Mus 111 Solfeggio I

2 cr.

Solfeggio aims to develop the student's ability to learn to read at sight with sol fa syllables. Problems studied include: all major and minor scales; treble, alto, tenor, and bass clef; all diatonic intervals; duple and triple meter with rhythmic dictation drills; phrase-wise thinking, and elementary form analysis.

Mus 112 Solfeggio II

2 cr.

Solfeggio II aims to increase the sensitivity of the student to correct intonation. In addition to a continuation of the materials begun in Solfeggio I, the following additional problems are begun: part singing, compound meters, written melodic and rhythmic notation. Prerequisite: Solfeggio I.

Mus 211 Theory I

4 cr.

Theory I includes the hearing, playing and writing of the primary harmonies in all inversions using the chorale style of harmonization; the dictation of melodies and notation of concomitant harmonies; the study of the phrase and period through the melodies harmonized. Prerequisite: Solfeggio II.

Mus 212 Theory II

4 cr.

The work done in Theory I is broadened to include secondary triads and seventh chords, mastery of the circle of fifths, modulation to related keys. Harmonization of melodies in the piano style is begun. Writing of original melodies is introduced. The double-period and phrase group serve as the units for analysis. Prerequisite: Theory I.

Mus 313 Theory III

3 cr.

This course includes the study of chromatic harmonies and modulation to remote keys, as well as writing for Men's and Women's Choruses; the study of the song-forms and simple rondo forms; harmonic dictation. Prerequisite: Theory II.

Mus 314 Theory IV

3 cr.

Theory IV requires continued harmonization at the keyboard, including transportation; further work with chromatic harmonies; study of the higher rondo, sonatina and sonata-allegro forms; original writing. Prerequisite: Theory III.

Mus 353 Counterpoint

2 cr.

This course consists of study and analysis of representative works of the great polyphonic writers from the 16th to the 18th centuries. Original work in these styles and forms is also required. Prerequisite: Theory IV.

Mus 354 Composition

2 cr.

In this elementary course each student is offered guidance and aid in writing pieces in the forms, styles, and mediums best suited to his own special capabilities and needs. Prerequisite: Theory IV.

Mus 355 Advanced Harmony

2 cr.

This is a course designed to give the student advanced study in harmony which will lead to a better understanding of the idiom of present day music. Prerequisite: Theory IV.

Mus 415 Orchestration

2 cr.

The student is given practice in arranging music for each section of the symphony orchestra, for various small ensembles, and for full symphony orchestra, symphonic band and marching band. Whenever possible, the arrangements are performed in class, or by one of the college instrumental groups.

MUSIC LITERATURE AND HISTORY

Mus 215 Survey of Music Literature

3 cr.

Emphasis is placed upon the understanding of major forms of music such as suite, symphonic poem, opera, oratorio, and the sonata, concerto, symphony, quartette, etc., with the hearing of outstanding examples of each of these forms studied, as far as time will allow. Relevant material concerning the music, composer, or period appropriate to the musical enjoyment and understanding of each composition is presented.

Mus 311 History of Music I

3 cr.

A concentrated study of the development of music from that of primitive peoples through the Baroque period (1750). The characteristics of vocal and instrumental music of each period are carefully presented through study, discussions, and the listening to or performing of appropriate music provided by recordings, classmates, or various concert programs.

Mus 312 History of Music II

3 cr.

A continuation of History of Music I through the eighteenth and nineteenth centuries with stress being placed upon the outstanding composers, trends, forms, and literature of these centuries.

Mus 356 American Music

2 cr.

This course provides a study of the history of American Music from the 17th Century to the present. Early American Musical heritages are traced from pre-revolutionary America. Prerequisites: Music History I and II.

CONDUCTING**Mus 219 Conducting I (Fundamentals)**

2 cr.

The emphasis will be on basic skills in the conducting process. Conducting I will be a prerequisite for Conducting II or Conducting III.

Mus 220 Conducting II (Choral)

2 cr.

The application of the basic conducting technique will be to the specific problem in the area of choral music. The student will be required to conduct the rest of the class in many of the standard choral works. Also a survey of suitable materials, organizational problems, testing of voices, rehearsal techniques, program building, interpretation, English and Latin diction will be included.

Mus 223 Conducting III (Instrumental)

2 cr.

The application of basic conducting technique will be to the areas of instrumental music. All facets of Conducting II will be included as they apply to instrumental conducting.

MUSIC EDUCATION**Mus 102 Eurythmics I & II**

1 cr.

This course attempts to develop musical perception and appreciation through physical response; to stimulate creative imagination through group and individual interpretations; and to promote bodily coordination, poise and precision. Having gained sufficient skill and alertness in rhythmic response, the student is required to direct others; to master and to teach a repertory of representative folk dances; and, to organize the work to fit the needs and capacities of elementary pupils.

Mus 315 Methods I (Elementary)

2 cr.

This course offers analytical study of texts, recordings and other materials together with teaching methods suitable to desirable musical development of Elementary School pupils. Experience is given in proper treatment of the child voice; selection, use, and teaching of rote songs; rhythmic development, including rhythm band; music reading; part singing; planning and organization. Guided observations of music lessons in the elementary grades are provided.

Mus 316 Methods II (Junior High School)

2 cr.

The following topics will be considered: characteristics of the early adolescent pupil, the general music class, choral organizations, and the changing voice. Suitable teaching techniques and materials will be included. Observations of this age level will be made in Keith School.

Mus 410 Methods III (Senior High School)

2 cr.

The organization and development of the large ensemble will be considered, as well as classes in Theory and History of Music. Scheduling, administration, supervision, and curricular problems will be discussed as they apply to the intelligent development of the high school music teacher. Observations are required.

Mus 411 Methods IV (Instrumental)

2 cr.

This course is designed to give the student the necessary understanding, techniques and materials to develop an effective instrumental program in the public schools. Demonstrations and laboratory work are designed to give the student the competency needed to meet successfully the various teaching situations in instrumental music from the grades through high school.

Mus 357 Piano Pedagogy

2 cr.

This course makes a survey of all present and past developments in the teaching of class piano. The various class piano methods are compared and criticized. Prerequisite: Junior Standing in Piano.

Ed 421 Student Teaching

12 cr.

The music major will begin his practice teaching with observations and various simple teaching assignments, gradually assuming greater teaching responsibilities on the elementary, junior and senior high school levels. A college staff member coordinates the work of the student teacher and his school supervisor.

Ed 422 Professional Practicum (including School Law)

2 cr.

Significant problems of an advanced nature, and closely related to student teaching, are introduced in order to insure further pro-

fessional growth. Observing of other teaching situations, reading of books and professional journals, along with reports and discussions at conferences will aid in this growth.

APPLIED MUSIC

Class Instruction in Applied Music

The following courses are designed to acquaint the student with basic skills in each particular area. The classes will be conducted in a similar manner to those in the public schools but for a different purpose. It is assumed that the voice major should have a working knowledge of each of the three major instrumental groups; the instrumental major should have a working knowledge of the voice and vocal production. The class instruction in Applied Music is intended to fill this need.

Mus 117 Class Voice I	1 cr.
Mus 118 Class Voice II	1 cr.
Mus 119 Class Violin	1 cr.
Mus 120 Class Clarinet	1 cr.
Mus 217 Class Strings	1 cr.
Mus 218 Class Cornet	1 cr.
Mus 221 Class Woodwinds	1 cr.
Mus 222 Class Trombone	1 cr.
Mus 224 Class Percussion	1 cr.
Mus 317 Class Brass	1 cr.
Mus 358 Foreign Language Diction	2 cr.

Private Instruction in Applied Music

Private instruction in Applied Music is taught on an individual basis and it is designed to guide the development of each student in his major and minor fields to a full realization of his technique and musical potential on that instrument or voice. The student will be limited only by his ability and the time available.

Mus 160 161 Piano	1 cr.
260 261	
360 361	
460 461	

Mus	162	163	Organ	1 cr.
	262	263		
	362	363		
	462	463		
Mus	164	165	Voice	1 cr.
	264	265		
	364	365		
	464	465		
Mus	166	167	Violin	1 cr.
	266	267		
	366	367		
	466	467		
Mus	168	169	Viola	1 cr.
	268	269		
	368	369		
	468	469		
Mus	170	171	Cello	1 cr.
	270	271		
	370	371		
	470	471		
Mus	172	173	Bass Viol	1 cr.
	272	273		
	372	373		
	472	473		
Mus	174	175	Clarinet	1 cr.
	274	275		
	374	375		
	474	475		
Mus	176	177	Flute	1 cr.
	276	277		
	376	377		
	476	477		
Mus	178	179	Oboe	1 cr.
	278	279		
	378	379		
	478	479		
Mus	180	181	Bassoon	1 cr.
	280	281		
	380	381		
	480	481		
Mus	182	183	Cornet (Trumpet)	1 cr.
	282	283		
	382	383		
	482	483		

Mus	184	185	French Horn	1 cr.
	284	285		
	384	385		
	484	485		
Mus	186	187	Trombone	1 cr
	286	287		
	386	387		
	486	487		
Mus	188	189	Tuba	1 cr.
	288	289		
	388	389		
	488	489		
Mus	190	191	Percussion	1 cr.
	290	291		
	390	391		
	490	491		
Mus	192	193	Saxophone	1 cr.
	292	293		
	392	393		
	492	493		
Mus	194	195	Baritone	1 cr.
	294	295		
	394	395		
	494	495		

Ensembles in Applied Music

The following ensembles are open to any student in the college who can qualify by means of an audition with the conductor. These organizations provide many campus functions with music in one form or another. They further enable the general college student to maintain his skills by participation. The music major will use the ensembles for the same purpose, but they are expected to progress much further than the general college student in this activity.

Mus	103	College Symphony Orchestra	S or U No credit
Mus	104	String Orchestra	
Mus	105	Marching Band	
Mus	106	Symphonic Band	
Mus	107	Women's Chorus	
Mus	108	The Indiana Glee Club (men)	
Mus	109	Mixed Chorus	

Mus 113 Beginning Band

Mus 114 Beginning Orchestra

Mus 204 College Choir

DENTAL HYGIENIST DEGREE CURRICULUM

The Board of Presidents of the State College approved on November 17, 1950, a curriculum for dental hygienists leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of an accredited two-year curriculum for the preparation of dental hygienists approved by the State Dental Council and Examining Board.
2. The licensing of the student by the proper state authorities.
3. The satisfactory completion in addition thereto of 64 semester hours of professional and general education courses distributed as follows:

General Education	40
EngS 101 and 102 Communication I and II	10
or English I & II (6-6)	
and Speech I & II (4-4)	
Fine Arts	4
Art 101 Introduction to Art (3-2)	
Mus 101 Introduction to Music (3-2)	
Geography	4
Geog 101 Geography of United States	
and Pa. (3-3)	
SS 201 and 202 History of Civilization	
I & II (6-6)	6
EngS 201 and 202 Literature I & II (4-4)	4
Social Studies	12
SS 401 American Government (3-3)	
SS 252 Principles of Economics (3-3)	
SS 303 History of United States and Pa. (3-3)	
SS 251 Principles of Sociology (3-3)	
Education	11
Ed 101 Professional Orientation	3
Psy 201 General Psychology	3
Psy 302 Educational Psychology and	
Evaluative Techniques	3
Ed 301 Audio-Visual Education	2
Electives	11
Total	62

In each category above, credit will be given for equivalent courses pursued in the two-year dental hygiene curriculum. In such cases students will be permitted to increase their electives by the number of semester hours so credited.

Electives may be chosen with the approval of the dean of instruction from any field or curriculum offered at the college in which the student is enrolled.

In the case of dental hygienists who have had less than two years of special training on the basis of which they have been licensed by the State Dental Council and Examining Board such persons will pursue additional courses in college to fulfill the requirements for the degree.

PUBLIC SCHOOL NURSING DEGREE CURRICULUM

The Board of Presidents of the State Colleges approved on January 19, 1951, a curriculum for public school nurses leading to the degree of bachelor of science in education. The requirements shown below must be met.

1. The satisfactory completion of a three year curriculum in an approved school of nursing and registration by the State Board of Examiners for the Registration of Nurses of Pennsylvania.
2. The satisfactory completion of forty-five (45) semester hours of additional preparation distributed as follows:

A. Courses Related to Public School Nursing

	Semester Hours
PSN 301 Public School Nursing	2
PSN 302 Public School Organization	2
PSN 401 Public Health Nursing	6
PSN 402 Nutrition and Community Health	2
PSN 403 Family Case Work	3
TOTAL	15

B. General and Professional Education

SS 303 History of the United States and Pennsylvania	3
EngS 101 Communication I	5
SS 201 or SS 202 History of Civiliza- tion I or II	3
EngS 201 or EngS 202 Literature I or II	2
SS 401 American Government	3
Ed 101 Professional Orientation to Education	3
Psy 302 Educational Psychology	3
Ed 301 Audio-Visual Education	2
Electives	6

TOTAL 30

GRAND TOTAL 45

In the case of nurses with less than three years preparation for registration, such persons will pursue additional courses to meet the requirements for the degree.

DEPARTMENTS IN SECONDARY EDUCATION

JOY E. MAHACHEK, Coordinator

Students preparing to teach the academic subjects in the secondary school will choose their courses from the curricula in secondary education. Those curricula are four years in length, require 128 semester hours properly chosen for completion, and lead to the degree of bachelor of science in education and the provisional college certificate which entitles the holder to teach the subjects written on the face of the certificate in any junior or senior high school in Pennsylvania. Besides completing the courses listed under "Curricula in Secondary Education", a student must meet the certification requirements¹ in his field of special interest from the following: biology, chemistry, English², French, geography, mathematics, physical science, social studies, Spanish, or special education³, and fit the necessary courses into his program as electives.

Requirements for specialization in the various fields and the course descriptions are given on the following pages.

There are excellent opportunities for teachers in the secondary school. Trained teachers are needed to develop its changing curriculum and to prepare its students for the obligations and privileges of democracy.

Prospective teachers can obtain the broad background and the specific knowledge necessary by completing satisfactorily the required courses in general education, by developing thoroughly their major interests in the field of specialization, and by making the best use of their professional training including 12 hours of student teaching done under the careful supervision of master teachers.

FEEES

Subject to Change

The fees for a college year of 36 weeks amount to about \$900.00. Costs for one semester are itemized below. Books and supplies are not included.

Basic Fee (Payable in two installments)	\$100.00
Housing Fee (Payable in two installments)	\$306.00
Activity Fee	\$ 20.00
<hr/>	
Total per semester	\$426.00

¹Temporary certification may be granted but standards must be fully met within three years thereafter.

²Students interested in certification in speech arts should consult the general statement of the English-Speech Department on page 125ff.

³Course requirements are listed in the Education and Psychology Departments.

CURRICULUM IN SECONDARY EDUCATION

English-Speech, Foreign Language, Geography, and Social Studies

FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communication I	5	5
Sci 101 Basic Biology	4	3
or Foreign Language I	3	3
Geog 101 World Geography	3	3
HPe 101 Health or	2	2
MS 101 Military Science	3	2
	17 or 18	16

SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communication II	5	5
Sci 102 Basic Physical Science	4	3
or Foreign Language II	3	3
Math III Fundamentals of Mathematics	3	3
HPe 102 Physical Education I or	2	1
MS 102 Military Science	3	2
	17	15
	18	16

THIRD SEMESTER

EngS 201 Literature I	2	2
Art 101 Introduction to Art	3	2
Science Elective	3	3
HPe 203 Physical Education II or	2	1
MS 203 Military Science	3	2
Electives	9	9
	19	17
	20	18

FOURTH SEMESTER

SS 202 History of Civilization II	3	3
Mus 101 Introduction to Music	3	2
HPe 204 Physical Education III or	2	1
MS 204 Military Science	3	2
Electives	9	9
	17	15
	18	16

FIFTH SEMESTER

EngS 202 Literature II	2	2
Psy 201 General Psychology	3	3
SS 302 History of U. S. and Pa. 11	3	3
Ed 302 History and Philosophy of Education	3	3
Electives	6	6
	17	17

SIXTH SEMESTER

Ed 301 Audio-Visual Education	3	2
Psy 302 Educational Psychology	3	3
Ed 451 Teaching of	3	3
Electives	9	9
	18	17

SEVENTH SEMESTER

SS 410 Anthropology or		
SS 421 Logic or		
SS 420 Philosophy	3	3
Ed 305 Evaluative Techniques	2	2
SS 401 American Citizenship	3	3
Electives	9	9
	17	17

EIGHTH SEMESTER

Ed 421 Student Teaching	30	12
Ed 422 Professional Practicum and School Law	2	2
	32	14

Electives will be Chosen to Secure a Major in one of the Above Fields.

	Major	Certification
Required in English-Speech	40 sem. hr.	36 sem. hr.
Required in Foreign Language	30 sem. hr.	24 sem. hr.
Required in Geography	30 sem. hr.	24 sem. hr.
Required in Social Studies	39 sem. hr.	36 sem. hr.
Required in History	30 sem. hr.	24 sem. hr.

CURRICULUM IN SECONDARY EDUCATION

Mathematics and Science

FIRST SEMESTER

	Hours	
	Clock	Sem.
EngS 101 Communication I	5	5
Art 101 Introduction to Art or		
Mus 101 Introduction to Music	3	2
HPe 101 Health or	2	2
MS 101 Military Science	3	2
Math 152 Mathematical Analysis I (4-4) or		
Math 157 Mathematical Analysis III	4	4
Biology (4-4) or		
Sci 171 Inorganic Chemistry I (4-4) or		
Sci 181 Physics I or	4	4
Sci 102 Basic Physical Science	4	3
	18	16
	or	
	19	17

SECOND SEMESTER

	Hours	
	Clock	Sem.
EngS 102 Communication II	5	5
Art 101 Introduction to Art or		
Mus 101 Introduction to Music	3	2
HPe 102 Physical Education I or	2	1
MS 102 Military Science	3	2
Biology (4-4) or		
Sci 172 Inorganic Chemistry II (4-4) or		
Sci 182 Physics II or	4	4
Sci 101 Basic Biology	4	3
Math 152 Mathematical Analysis II		
Math 257 Mathematical Analysis IV	5	5
	19	16
	or	
	20	18

THIRD SEMESTER

EngS 201 Literature I	2	2
Geog 101 World Geography	3	3
HPe 203 Physical Education II or ...	2	1
MS 203 Military Science	3	2
Electives	10	10
	17	16
	or	
	18	17

FOURTH SEMESTER

SS 202 History of Civilization II	3	3
HPe 204 Physical Education III or ...	2	1
MS 204 Military Science	3	2
Electives	12	12
	17	16
	or	
	18	17

FIFTH SEMESTER

EngS 202 Literature II	2	2
Psy 201 General Psychology	3	3
Foreign Language I	3	3
SS 302 History of U.S. and Pa. II	3	3
Electives	6	6
	17	17

SIXTH SEMESTER

Ed 301 Audio-Visual Education	3	2
Psy 302 Educational Psychology	3	3
Foreign Language II	3	3
Ed 451 Teaching of Mathematics or Science	3	3
Ed 302 History and Philosophy of Education	3	3
Elective	3	3
	18	17

SEVENTH SEMESTER

SS 410 Anthropology or		
SS 421 Logic or		
SS 420 Philosophy	3	3
Ed 305 Evaluative Techniques	2	2
SS 401 American Citizenship	3	3
Electives	9	9
	17	17

EIGHTH SEMESTER

Ed 421 Student Teaching	30	12
Ed 422 Professional Practicum and School Law	2	2
	32	14

	Major	Certification
Required in Mathematics	30 sem. hr.	24 sem. hr.
Required in Mathematics and Physics	44 sem. hr.	36 sem. hr.
Required in Biology	52 sem. hr.	24 sem. hr.
Required in General Sci. - Geog.	50 sem. hr.	24 (Each in Biol.
Required in Chemistry	54 sem. hr.	24 & Sci.)
Required in Physics	54 sem. hr.	24 sem. hr.
Required in Physics and Chem.		48 sem. hr.
Required in Physical Science	54 sem. hr.	

ENGLISH AND SPEECH DEPARTMENT

JAMES R. GREEN, Chairman of Department

MARGARET L. BECK

WILLIAM W. BETTS, JR.

MORRISON BROWN

EDWARD F. CARR

FAIRY H. CLUTTER

DAVID M. COOK

ROBERT W. ENSLEY

WILLIAM M. FORCE

SAMUEL F. FURGIUELE

WAYNE C. HAYWARD

RAYMONA E. HULL

LAWRENCE A. IANNI

ANN S. JONES

DOROTHY F. LUCKER

ARTHUR F. NICHOLSON

MAURICE L. RIDER

CATHERINE P. SHAFFER

HELENA M. SMITH

CRAIG C. SWAUGER

The English and Speech Department serves two main functions. First, through courses required of all students as part of the general education program of the college, the Department aims to develop competence in using the major language skills (Communication I and II) and to foster a sensitive and critical approach to the reading of literature (Literature I and II). Second, for a select group of students who show marked interest and ability, the Department provides the specialized training needed for the successful teaching of English and speech in secondary schools.

Students majoring in English will pursue a planned sequence of advanced courses following their successful completion of Communication I and II. The basic pattern of the sequence is the same for all, but alternative courses within the pattern provide variety to suit the individual student's needs. Each student works out the details of his program with his adviser. A total of 40 hours, including Communication I and II and Ed 451, The Teaching of English and Speech in the Secondary School, are the minimum hours required for the major in English.

Students interested in teaching the speech arts may major in English with emphasis upon speech courses. For certification in speech a student must take 24 hours of speech in the English and Speech Department in addition to the courses required for a major in English. Such a program will require the student to accumulate credits in excess of the 128 hours usually required for graduation.

LIST OF COURSES FOR ENGLISH AND SPEECH ARTS MAJORS

ENGLISH

The Major—40 s. h.

Required:

EngS 101	Communication I	5 cr.
EngS 102	Communication II	5 cr.
EngS 211	World Literature	3 cr.
EngS 212	American Literature	3 cr.
EngS 231	The Dramatic Arts	3 cr.
EngS 232	Oral Reading	3 cr.
EngS 222	Advanced Composition	3 cr.
EngS 363	The Structure of English	3 cr.
Ed 451	The Teaching of English and Speech	3 cr.

Electives:

Two courses must be chosen from the following group:

EngS 213	Pre-Renaissance	3 cr.
EngS 214	Shakespeare	3 cr.
EngS 215	Eighteenth Century Literature	3 cr.
EngS 216	Nineteenth Century Literature	3 cr.

One course must be chosen from the following group:

EngS 241	The English Novel	3 cr.
EngS 242	The American Novel	3 cr.
EngS 243	Contemporary Fiction	3 cr.
EngS 244	Poetry and Its Forms	3 cr.
EngS 245	Modern Drama	3 cr.

Additional Electives:

EngS 221	Journalistic Writing	3 cr.
EngS 223	Creative Writing	3 cr.
EngS 371	Play Production	3 cr.
EngS 372	Phonetics and Voice	3 cr.
EngS 373	Radio I	3 cr.
EngS 374	Radio II	3 cr.
EngS 375	TV in Education I	3 cr.
EngS 376	TV in Education II	3 cr.
EngS 377	Creative Dramatics and Story Telling	3 cr.
EngS 378	Costume and Make-up	3 cr.
EngS 379	Stagecraft and Scenic Design	3 cr.
EngS 381	Beginning Acting	3 cr.
EngS 451	Biography	3 cr.
EngS 452	The Essay	3 cr.
EngS 469	Oral Interpretation	3 cr.
EngS 471	Advanced Play Production	3 cr.
EngS 472	Public Speaking	3 cr.

GENERAL EDUCATION COURSES

(Required of all students)

EngS 101 Communication I 5 cr.

This course is designed to develop skills in the major uses of language through studies in literature, general semantics, the structure of English, and a review of the mechanics of written and oral composition. The student is trained to read and listen perceptively and critically, and to write and speak effectively—especially in those areas which relate to his own observation and personal experience.

EngS 102 Communication II 5 cr.

This course continues to refine and intensify those skills developed in Communication I, provides additional study and practice in editorial, critical and argumentative exposition, and gives instruction and practice in library research and the writing of the research paper. Prerequisite: Communication I.

EngS 201 Literature I 2 cr.

Selected lyric poems, short stories, novels and plays from the literature of the Western World are read with a view to learning how to read and enjoy creative literature.

EngS 301 Literature II 2 cr.

This course follows the general pattern of Literature I, its prerequisite, but the selections chosen have a greater philosophic content and present a greater challenge to the student. Some writing of an original and constructive nature may be expected of the student, who will enroll during his junior year.

**COURSES REQUIRED FOR SPECIALIZATION IN ENGLISH
AND THE SPEECH ARTS**

In addition to the required courses in general education, students desiring to specialize in English and the Speech Arts (40 hours) are expected to take the courses described below. Students who elect as freshmen to do their major work in the English and Speech Department will plan to work closely with their advisers so that these required courses may be taken in their proper sequence.

EngS 211 World Literature 3 cr.

English majors take this course instead of Literature I and II. The literature studied is exclusive of English and American Literature.

EngS 212 American Literature 3 cr.

This course provides a general survey of major American writers from colonial times to the present.

EngS 222 Advanced Composition

3 cr.

This course primarily seeks to improve writing style, particularly in the more utilitarian forms such as the magazine article and the personal essay. Opportunity is offered also for developing creative ability in the more imaginative types such as the short story, the one-act play, and poetry. The student is expected to develop artistic sensibility in handling and judging language and literary forms.

EngS 231 The Dramatic Arts

3 cr.

This course will deal with the basic problems that confront a director of plays in high school. The course will study the principles of play selection, rehearsal procedures, scenic demands, and all other aspects pertinent to a successful production.

EngS 232 Oral Reading

3 cr.

Study and practice is given in the fundamentals of oral reading, beginning with the nature and function of the speech mechanism, speech production, and pronunciation with some attention to phonetics. Practice is given in the techniques of effective oral reading.

EngS 363 The Structure of English

3 cr.

Training is given in the analysis of modern English by the methods and materials of structural linguistics. An elementary study of phonology is used as the basis for describing the patterns of the statement, substitution within patterns, the word classes, inflection, and structure words, as well as varieties of modern American English usage. This course is a prerequisite to Ed 451, Teaching English and Speech in the Secondary School.

Ed 451 Teaching of English and Speech in the Secondary Schools

3 cr.

This course introduces the student to the current professional practices in the teaching of English and speech in high school. Background for competence in teaching is provided through (1) study of professional literature, (2) individual reports, (3) writing of unit plans and lesson plans, (4) observing teaching in high school classes, (5) participating in class demonstrations. EngS 363 is a prerequisite to this course, and this course is in turn a prerequisite to student teaching in English.

ENGLISH AND SPEECH ARTS ELECTIVES

Although offered primarily to meet the needs and interests of students specializing in the English and Speech Department, the courses described below are open to all other students of the college as free electives by permission of the Department Head.

The student specializing in the Department will, with the help of his adviser, choose from the following groups of courses those which will give him a balanced, adequate program.

GROUP I

The student will choose at least two courses from the following group:

EngS 213 Pre-Renaissance 3 cr.

This course includes a study of the best of the English classics written prior to 1590.

EngS 214 Shakespeare 3 cr.

Shakespeare's development as a poetic dramatist is studied as the background of the Elizabethan stage; the audience, textual problems, language, imagery, and philosophy are examined. A few plays are read in detail and others are assigned for rapid reading. Phonograph recordings of complete plays, and of scenes and speeches by professional actors are used.

EngS 215 Eighteenth Century Literature 3 cr.

This course emphasizes the major works of leading English writers of the late Seventeenth and early Eighteenth Centuries as seen against the political and social backgrounds of the period.

EngS 216 Nineteenth Century Literature 3 cr.

In this course, study is made of the Romantic revolution of the first half of the century and its continuation into the Victorian era of critical realism. Concentration is on major writers—poets and prose writers—and their response to the social, scientific, religious, and artistic problems of their times.

Group II

The student will choose at least one course from the following group:

EngS 241 The English Novel 3 cr.

Representative novels are read to trace the rise and development of the English novel from its beginnings to the present day.

EngS 242 The American Novel 3 cr.

Novels, ranging from Hawthorne to contemporary pieces of

fiction, are read to trace the rise and development of the American novel.

EngS 243 Contemporary Fiction 3 cr.

In this course attention is given to the form and structure, the art of the modern short story and novel, British, American, and Continental.

EngS 244 Poetry and Its Forms 3 cr.

This course offers a study in the appreciation of poetry, with special attention to the technique of the poet and the structure of poetry.

EngS 245 Modern Drama 3 cr.

The reading of plays will start with Ibsen and other Scandinavian dramatists. This is followed by plays by outstanding Continental, British, and American playwrights such as Becque, Chekhov, Pirandello, Wilde, Shaw, O'Casey, O'Neill, Williams, and Miller.

Group III

The student will choose from the following group such courses as he and his adviser deem necessary to complete his studies in the field of his interest:

EngS 221 Journalistic Writing 3 cr.

This course places special emphasis upon the writing of the news story, the column, the feature, and the editorial. Some attention is given to college and school publications and to make-up and editorial policy.

EngS 223 Creative Writing 3 cr.

This is a seminar course in which the kinds of writing done are chosen in line with the special interests and abilities of each student after consultation with the instructor. Prerequisite for admission to this course is demonstrated ability and interest in creative writing.

EngS 451 Literature of Biography 3 cr.

In this course is read and studied the work of such outstanding biographers as Carlyle, Macaulay, Strachey, and Sandburg.

EngS 372 Phonetics and Voice 3 cr.

This course includes an analysis of speech sounds used in English so that students may develop auditory acuity and correct reproduction of sounds; transcription of spoken material using the I. P. A. system; study of structure and function of speech organs; voice improvement.

EngS 371 Play Production 3 cr.

This course affords each student the opportunity to select, cast, rehearse, and produce a one-act play. Included are suggestions on how to improvise for meeting the demands of small stages.

EngS 373 Radio I 3 cr.

This course combining lecture and workshop deals with radio as a resource for the classroom teacher; utilizes live programs, transcriptions and recordings; presents problems of equipment, use, maintenance, and operation of the school radio workshop.

EngS 374 Radio II 3 cr.

This course offers additional practice in radio production, in attaining skill in microphone techniques, and in preparing scripts for routine and special occasions. Prerequisite: Radio I

EngS 375 Television in Education I 3 cr.

This course stresses television as a medium of instruction both from the viewpoint of the classroom teacher and the producer teacher. Through workshop experience on campus and at WQED, students learn to plan, to write, and to produce telecasts of an educational nature.

EngS 376 Television in Education II 3 cr.

This course offers additional experience in producing and appearing in educational programs. The facilities of both WFBG, Altoona, and WQED, Pittsburgh, are used.

EngS 377 Creative Dramatics and Story Telling 3 cr.

This course, through workshop experience, stresses creative dramatics as a way of teaching for adults, a way of learning for children in both the elementary and secondary schools. It emphasizes the student planning, acting, and evaluating techniques as they apply to unscripted, spontaneous dramatic expression.

EngS 378 Costume and Make-up 3 cr.

This course deals with the practical application of straight and character make-up. Emphasis on costuming to show how mood and illusion can be created through proper selection of style, color, and texture of materials.

EngS 379 Stagecraft and Scenic Design and Lighting 3 cr.

This course stresses all practical phases of stagecraft. Work on major productions of the semester is included.

EngS 381 Beginning Acting 3 cr.

This course gives attention to theory and practice in the techniques of acting. It introduces styles of acting as related to dramatic forms, with emphasis on stage movement and voice projection.

EngS 452 The Essay

3 cr.

In this course is traced the development of the essay from Montaigne to the present, with special emphasis on the great essayists of France, England, and the United States.

EngS 469 Oral Interpretation

3 cr.

This course emphasizes the understanding and appreciation of literature through developing skill in reading aloud. Special attention is given to selecting, adapting, and preparing material for presentation in high school classes.

EngS 471 Advanced Play Production

3 cr.

This course deals with the planning of the interpretation of a play, with special concern with blocking, stage picturization, stage emphasis, and acting principles. All are required to prepare a direction-plot of a play, cast it, and hold rehearsals in lieu of a public performance of the play.

EngS 472 Public Speaking

3 cr.

Fundamental principles of public speaking; audience analysis; interest and attention; selection and organization of speech material; and delivery are taught in this course. Practice in preparation and delivery of extemporaneous speeches will be provided for.



GEOGRAPHY DEPARTMENTTHOMAS G. GAULT, *Chairman of Department*

WILLIAM T. CLARK

CHARLES E. WEBER

JAMES E. PAYNE

DAVID C. WINSLOW

NORAH E. ZINK

An essential foundation for general education of the future citizen is geography. Geography plays an important role in the development of rational thinking and acts as a meaningful integrator of the many subject matter areas. Students in all curricula, except music, must take one or more courses in geography. However, in the curriculum the Geography Department functions in three areas: 1 in general education; 2 as a special field in secondary education; and, 3 in special courses for elementary education.

As a field of specialization in secondary education, the Geography Department prepares trained geographers for junior and senior high school teaching positions. The basic program also provides an adequate foundation for proceeding into graduate geography programs. Opportunities for trained geographers and geography teachers are presently increasing due to expansion of geographic education in the elementary and secondary schools, and to an increased demand for geographers in government and business.

If geography is elected as the major field of specialization 24 or 27 semester hours of geography are required in addition to that taken as general education or professional courses (for specific requirements see below).

The geography major consists of 3 or 6 semester hours taken as general education, Economic geography, 6 semester hours of Earth Science, Teaching of Geography in Secondary Schools, and 12 semester hours of regional geography. The suggested sequence of courses is suggested below.

If geography is selected as a second area for certification 18 or 21 semester hours are required in addition to that taken as general education. The geography and science departments cooperate for a science-geography major with nine semester hours of earth science, 15 semester hours of regional geography and 26 hours of physical and biological science.

GEOGRAPHY SEQUENCE FOR MAJORS

Semester	Course
I	World Geography*
II	Economic Geography*

- III Physiography, and Geography of United States and Canada*
- IV Climatology and an elective regional course
- V 6 Semester hours electives (regional geography)
- VI or VII Teaching of Geography in Secondary Schools*, and an elective regional course
- VIII Student Teaching in Geography

*Suggested Geography sequence for second area of specialization would be same as major except it would normally cover only those suggested for the major through the fifth semester.

GENERAL EDUCATION COURSES

Geog 111 World Geography

(Prerequisite to all other geography courses) 3 cr.

The purpose of this course is to develop a knowledge and appreciation of patterns of the natural environment throughout the world, with special emphasis on man's adjustment to these environments. Understanding and appreciation of man's interrelationship with the earth are accomplished through the study of the physical, cultural, economic and demographic factors.

Geog 112 Geography of the United States and Pennsylvania 3 cr.

This course gives a comprehensive treatment to the adjustments of the people of Pennsylvania and the United States to the physical factors—structure, relief, climate, soils and natural resources—which influence their way of life. The interrelationships between the United States and Pennsylvania, and the United States world relations are stressed.

Geog 113 Earth and Space Science (See course description below)

Geog 241 Climatology (See course description below)

Geog 249 Meteorology (See course description below)

Geog 246 Physiography (See course description below)

Geog 248 Geology (See course description below)

EARTH SCIENCE COURSES**

Geog 151 Earth and Space Science

(This course may not be taken by majors or minors) 3 cr.

Spatial relationships in the universe, origin of the earth, structure and composition of land masses, the nature of oceans, the face of the land and water surfaces, the activities of the atmosphere are given special attention. This survey course is designed to give the

non-major or non-minor an introduction to the physical environment wherein he lives.

Geog 241 Climatology 3 cr.

This course is primarily concerned with understanding the elements of weather and climate. The climatic regions of the earth, their limitations and advantages are studied with reference to what they offer man's occupation. This course is a valuable aid to students of World Problems. Understanding and application are underscored in the laboratory.

Geog 249 Meteorology 3 cr.

This course analyzes the laws and underlying principles of atmospheric changes. An opportunity is given for students to become familiar with common weather instruments, to read and interpret weather maps, to observe and record weather data, and discuss problems arising from the use of the atmosphere as a medium of travel and transportation. Record keeping, problems solving and laboratory experiments lead to an understanding of weather forecasting, etc.

Geog 246 Physiography 3 cr.

This course involves a detailed study of the physical geographic phenomena of the earth, sun, moon relationship and of the creation, structure and distribution of landforms such as mountains, river systems, glaciers, plateaus. It provides the student with an understanding of the natural base on which the role of human activity is performed. Understanding and appreciation are increased through field trips and laboratory experimentation.

Geog 248 Geology 3 cr.

A study of the rocks and geologic processes that affect the earth as the habitat of man is the main idea considered in this course. The course includes a survey of the past history of the earth and how this affects human activities. Field trips and laboratory analysis are an essential part of the course.

REGIONAL COURSES**

Geog 251 Geography of the United States and Canada* 3 cr.

This course is a regional study of the United States and Canada, concerned with the investigation of man's adjustment to his environment as determined by the physical factors of climate, vegetation, relief, soils and natural resources. Recognition of political adjustments to the geographic environment, and the interrelations between the two countries and the rest of the world.

Geog 252 Geography of Pennsylvania
(Prerequisite—United States and Canada) 2 cr.

This course is especially designed for majors. The topography, climate, natural vegetation, natural resources, population, agricul-

ture, manufacturing, mining, etc. are treated. Internal and external relationships are studied to gain an insight into the various regions of the state and Pennsylvania's world relationships.

Geog 356 Geography of Europe

3 cr.

The aim of this regional course is to help students acquire the ability to find and apply geographic relationships underlying land use, dominant international problems, boundary disputes and the regional complexes of the European continent. Special attention is paid to the natural and cultural patterns as developed in modern times.

Geog 357 Geography of U. S. S. R.

3 cr.

Special emphasis is placed upon the major geographic regions of the Soviet Union. Human adjustment to the physical environment of the various regions is given major consideration. Natural resources, cultural patterns, population—both numbers and distribution, strategic areas and related geopolitical problems are studied.

Geog 361 Geography of Far East

3 cr.

This course includes a study of Korea, Manchuria, Outer Mongolia, Japan and China. It involves an intensive investigation of the natural factors and man's adjustment to them. This is accomplished through the study of the geographic, economic and political regions of eastern Asia. The geographic background needed in planning solutions for raising the standards of living, for the wise use and restoration of natural resources, and the industrialization of countries is presented.

Geog 362 Geography of South East Asia

3 cr.

India, Pakistan, Indochina, Ceylon, Burma, Thailand, and Indonesia are the major areas studied. Students are given an understanding of the geographic relationships that affect land use, land reform, population, industrialization, nationalism, and boundary disputes. Special attention is given to regional similarities and differences, particularly as they pertain to human adjustment.

Geog 363 Geography of North Africa and South West Asia

3 cr.

This course includes a study of the countries north of and including the Sahara Desert in Africa, Turko-Arabian peninsulas and Afghanistan in southwest Asia. Emphasis is placed on the critical problems of water supply, land use, over-population, industrialization, resources and the relations of these countries to other parts of the world.

Geog 371 Geography of South America

3 cr.

In this course a regional study is made of South America. Special emphasis is placed on regional differences and similarities

South American relations with other areas, especially the United States, are stressed. Emphasis is placed upon the unique problems of South America, with special attention to tropical land use.

Geog 372 Geography of Middle America 3 cr.

The regional method is applied to Mexico, Central America and the West Indies. Similarities and differences are noted both in the natural and cultural landscapes. Special emphasis is placed upon cultural relationships and problems evolved from international commerce and trade. The effects of the United States economy upon these areas are given serious attention.

Geog 381 Geography of Africa, South of Sahara 3 cr.

This is a regional study of Africa south of the Sahara, which considers the activities and the educational, social and economic development of the peoples of the different regions, especially in their relationship to the physical environment. The geographic aspects of the problems of race, use of resources, land ownership and use, labor supply, political set-up, and future development of the regions are presented.

Geog 391 Geography of Australia and Pacific Islands 2 cr.

Australia, New Zealand and the Pacific Islands are studied. Cultural patterns in relation to natural environments are considered to discover interrelationships. Geographic aspects of land tenure, race, population, location, geopolitics and the strategic importance of the various areas are considered.

Geog 392 Geography of Polar Regions 2 cr.

Both Antarctica and the North Polar Area are studied setting forth (1) the history of their exploration, (2) the physical environment, (3) the importance of the regions and of knowledge concerning the areas, and (4) future use and control of the areas.

ECONOMIC GEOGRAPHY COURSES

Geog 149 Economic Geography* 3 cr.

This course develops an understanding of world patterns of producing and consuming regions, population distributions, world trade routes, and related natural factors. It also deals with the applications of these understandings to the solution of national and international economic problems.

Geog 452 Conservation-Resource Use 3 cr.

This is a comprehensive survey of conservation in natural and human resources. It stresses regional understandings; accomplished through inventory, planning and utilization evaluation. Field work, workshop activities, projects, and use of resource specialists are an integral part of the course.

Geog 354 Trade and Transportation 3 cr.

This course includes a study of trade and transportation, this includes ports, railroad center, hinterlands, trade centers and trade relations between production and consumption as well as between countries.

OTHER ELECTIVE COURSES**Geog 353 Geographic Influences in History** 3 cr.

This course is a study of the relationship of the natural environmental factors to the settlement, development, and progress of selected countries—with major emphasis on the United States. Prerequisites: World Geography and Geography of the United States and Canada.

Geog 255 Cartography 3 cr.

This course is designed primarily to enable the student geographer to attain proficiency in the use and interpretation of maps, globes, cartograms, and geographic diagrams. The history of maps; the development of signs, symbols, map scales; the construction of projections, graphs, and diagrams; and, the application of each of these to the teaching of geography are stressed.

Geog 452 World Problems in Geography 3 cr.

This course considers world problems and the geographic backgrounds necessary in understanding them. Attention is given to boundary questions, the value and control of colonies, fishery agreements, problems concerning commercial aviation, world trade, world food resources, control and development of natural resources, the making of peace, and similar topics.

Geog 453 Political Geography 3 cr.

This course considers geographic elements as related to geopolitical concepts, types and distributions of political systems, major political units and association, factors which influence political power, areas of friction, conflict and arbitration.

Geog 461 Field Trips in Geography 3 cr.

These courses, which involve the study of a selected area through the agencies of travel and actual investigation, are arranged from time to time to suit the needs of the student group.

Geog 462 Field Course in Geography 3 cr.

This course proposes to give experiences in the study of land utilization and use of geographic tools and techniques in the field.

Geog 463 Geography Seminar* 1 or 2 cr.

This course is limited to senior geography majors. The emphasis will be upon individual study, research, and presentation of

geographic data—both written and oral. This course will be offered every semester and students are allowed choice of adviser according to major interest.

PROFESSIONAL EDUCATION COURSES

Geog 491 Teaching of Geography in Secondary Schools*

(Prerequisite—18 semester hours of geography)

This course is an intensive study of modern techniques for teaching geography, of geographic materials, and of current curricula in geography. Emphasis is placed on the contribution of geography to the solution of national and world problems. Juniors or seniors may schedule this in consultation with instructor.

Geog 421 Student Teaching and Professional Practicum* 12 cr.

Geog 411 Teaching of Social Studies and Geography 3 cr.

This course considers such topics as: (1) the meaning and content of the geography readiness program and geography in the elementary school, (2) methods of obtaining geographic understandings and attitudes, maintaining interest, and attaining an appreciation of other peoples, (3) methods of developing skill in the use of pictures, maps and graphs, (4) teaching by the regional method and developing relationships, (5) the geography program in Bulletin 233B and (6) the relationship of geography to other subject matter fields.

* Required of all majors

** Six semester hours required for major

*** Twelve semester hours required for major

MATHEMATICS DEPARTMENT

JOY E. MAHACHEK, Chairman of Department

IDA Z. ARMS

MARIAN J. KIPP

EDWIN W. BAILEY

JAMES E. McKINLEY

GEORGE W. GAVALA

GLENN W. OLSEN

I. L. STRIGHT

The Mathematics Department provides courses primarily for the departments of Art, Elementary, and Secondary Education but students from any department may elect courses in sequence either to improve their general education or to prepare for technical work in various fields.

The course in Fundamentals of Mathematics is required for all students in the departments of Art, Elementary, and Secondary Education unless proficiency is shown by examination. A course in Teaching of Arithmetic is required for all students in Elementary Education.

Students in Secondary Education who choose Mathematics as a field of specialization must have a minimum of 30 semester hours in Mathematics. Below are listed the required courses and possible electives. A student may secure certification in a second field through careful selection of courses.

Required for a major in Mathematics	30 sem. hr.
Required for certification in Mathematics	24 sem. hr.
Required for a major in Mathematics-Physics	44 sem. hr.
Required for certification in Mathematics-Physics	36 sem. hr.

Required Courses for General Students

Math 151 Mathematical Analysis I or	4 sem. hr.
Math 152 Mathematical Analysis II or	5 sem. hr.
Math 251 Calculus I or	4 sem. hr.
Math 252 Calculus II or	4 sem. hr.
Math 355 College Geometry	3 sem. hr.
Ed 451 Teaching Mathematics in Secondary School	3 sem. hr.
Math 452 Mathematics Seminar	1 sem. hr.

Required Courses for Students with Advanced Standing

	Hours	
	Clock	Sem.
Math 157 Mathematical Analysis III	4	4
Math 257 Mathematical Analysis IV	5	5
Math 357 Mathematical Analysis V	3	3
Math 253 Advanced College Algebra	3	3
Math 355 College Geometry	3	3
Ed 451 Teaching of Mathematics in the Secondary School	3	3
Math 452 Mathematics Seminar	1	1

Elective Courses

	Hours	
	Clock	Sem.
Math 253 Advanced College Algebra	3	3
Math 254 Mathematics of Finance	3	3
Math 353 History of Mathematics	3	3
Math 354 Field Work in Mathematics	1-3	1-3
Math 361 Differential Equations	3	3
Math 362 Statistics	3	3
Math 365 Fourier's Series	3	3
Math 375 Modern Mathematics	3	3
Math 381 Advanced Calculus	3	3
Math 395 Theory of Matrices	3	3

COURSE DESCRIPTIONS

Math 111 Fundamentals of Mathematics

3 cr.

This course is concerned with cultivating the students' general understanding and appreciation of mathematics. For students who have had little high school mathematics emphasis will be placed on the development of the number system, arithmetic, proof and reasoning, methods of equations, graphs, simple statistics and the place of mathematics in present day living. For those with adequate high

school mathematics consideration will be given to the elements of more advanced mathematics.

Math 151 Mathematical Analysis I

4 cr.

This course is the first of two in an integrated organization of topics usually covered in College Algebra, Trigonometry, and Analytic Geometry. The central idea in the organization of the material is the function concept. Topics considered are: rational and irrational algebraic functions and their graphs; solutions of systems of equations; exponential, logarithmic, trigonometric and inverse trigonometric functions and their graphs; trigonometric formulae; permutations, combinations, probability; arithmetic and geometric sequences and series.

Math 152 Mathematical Analysis II

5 cr.

As a continuation of Mathematical Analysis I the principal topics considered are: the properties of the circular functions; trigonometric representation of complex numbers with application of De-Moivre's theorem; equations of geometric loci of the plane, including the straight line and conic sections; the general equation of the second degree and transformation of axes; polar coordinates; parametric equations; and the geometry of points, lines and planes in three dimensions.

Math 157 Mathematical Analysis III

4 cr.

This course is an introduction to Analytic Geometry, Differential Calculus and Integral Calculus. Among the topics considered are the following: cartesian coordinates, elementary curve tracing, the analytic geometry of the straight line, a study of derivatives of elementary functions involving the algebraic operations, rates and differentials, an introduction to integration including indefinite integrals, the definite integrals applied to the computation of areas and volumes, and other applications of the "fundamental theorem."

Math 251 Calculus I

4 cr.

This course aims to give the student a clear understanding of the meaning of the derivative as well as mechanical facility in the differentiation of algebraic and transcendental functions. Applications (of the derivative) in solving problems of maxima and minima and related rates are emphasized. The theorem of mean value and its applications, integration of the standard elementary forms, and the definite integral are also discussed. Prerequisite: Math 152 or its equivalent.

Math 252 Calculus II

4 cr.

The study of the ideas of Calculus I is continued. Integration as a process of summation is applied in calculating areas bounded by plane curves, lengths of arcs, volumes, surfaces, and positions

of centroids of solids, fluid force, and work. Additional topics studied are: integration by various devices, hyperbolic functions, partial differentiation, multiple integrals, and series. Prerequisite: Math 251.

Math 253 Advanced Algebra

3 cr.

This is a second course in Algebra designed to develop a knowledge of algebraic theory and skill in the processes. It includes a study of determinants, binomial equations, properties of polynomials, theorems of roots of equations, transformation of equations, cubic and quartic equations, bounds for roots of equations, separation of roots, and solution of numerical equations. Prerequisites: Mathematical Analysis II or IV.

Math 254 Mathematics of Finance

3 cr.

The primary purpose of this course is to give the student a background for teaching general and consumer mathematics. The course introduces the student to the elementary theory of simple and compound interest, and leads to the solution of practical problems in annuities, sinking funds, amortization and depreciation, stocks and bonds, installment buying, and building and loan associations. It also includes the theory of probability as related to life insurance, the theory and calculation of mortality tables, various types of life annuities and insurance policies.

Math 257 Mathematical Analysis IV

5 cr.

This is a continuation of Mathematical Analysis III and includes the application of Analytic Geometry to the circle, parabola, ellipse, and hyperbola. Differentiation and integration are studied in connection with the exponential, logarithmic and circular functions. A study is made of polar coordinates and parametric equations as related to analytic geometry and the calculus and also of solid analytic geometry and multiple integration.

Math 353 History of Mathematics

3 cr.

A cultural background in the field of elementary mathematics is developed in this course. Emphasis is placed on the history of the development of the number systems of elementary mathematics, computational devices, mathematical symbolism, space concepts, simple logical processes, and the biographies of outstanding mathematicians. Prerequisite: Analytic Geometry

Math 354 Field Work in Mathematics

1 to 3 cr.

The principal topics of this course are: field instruments, their mathematical construction and use; the slide rule, its construction and use; and suggestions for teaching the simpler instruments in the secondary school courses.

Math 355 College Geometry

3 cr.

This course is designed to give the prospective teacher

thorough preparation for teaching high school geometry. Euclidean geometry serves as the basis for the course, but some time is spent in considering the basic differences between it and the Non-Euclidean geometries. A thorough study of a postulational system and methods of proof are of primary importance. Theorems of Euclidean geometry not usually considered in elementary courses, including those of Menelaus and Ceva, are considered. Other topics included are harmonic ratio and elements; cross ratio; transformations, including translations, rotations, and inversion; homothetic and similar figures, projective properties in the plane; and special properties of circles and triangles.

Math 357 Mathematical Analysis V 3 cr.

This course follows Mathematical Analysis IV and involves advanced topics of plane and analytical geometry as well as an introduction to Advanced Calculus. Special consideration is given to series, hyperbolic functions, partial differentiation, multiple integration, and simple ordinary differential equations.

Math 361 Differential Equations 3 cr.

This is an introduction course involving the solution of differential equations of the first and second order and linear equations with constant coefficients. Emphasis is placed on applications to geometry and physics. Prerequisite: Math 252 or 258

Math 362 Statistics 3 cr.

The areas of study in this course are: frequency distributions, measures of central tendency, measures of variation and symmetry, theoretical distributions, probability sampling, problems of estimation, testing of hypotheses, tests of randomness, simple correlation theory, chi-square, multiple and partial correlation. Emphasis is placed on the mathematical development of formulas, as well as on skill in using them.

Math 365 Fourier Series 3 cr.

This is a study of the properties of Fourier Series, Bessel functions, and Legendre polynomials and their application in the solution of partial differential equations of physics. Prerequisite: Math 361

Math 375 Introduction to Modern Mathematics 3 cr.

This course is designed to acquaint the prospective teacher with new methods and content in mathematics. A thorough study of the development of the complex number system from a postulational viewpoint, starting with the natural numbers, through the integers, fractions, rational, irrational, real, and finally the complex numbers, serves as a model of the rigorous methods used in mathematics today. Set theory and its applications in serving to unify topics in high school algebra and geometry are of primary importance. The

study of mathematical structures, including that of groups, rings, integral domain, and fields, acquaints the student with the knowledge that there are many algebras and geometries and points out the true nature of a mathematical system. Boolean algebra and arithmetic modular systems serve as examples to illustrate these systems. An attempt is made throughout the course to strengthen, but not replace, the traditional mathematics with the new.

Math 381 Advanced Calculus

3 cr.

Some of the concepts of Calculus I and II and others basic to analysis are rigorously developed. Discussions pertain to: Limits and continuity, differential and integral calculus of several variables, line and surface integrals, and gamma and beta functions. Prerequisite: Math 252 or 258.

Math 395 Theory of Matrices

3 cr.

The topics to be discussed in this course are: Basic operations for matrices, determinants, rank and equivalence of matrices, solution of systems of linear equations, vector spaces and linear transformations. Prerequisite: 18 hours of mathematics.

Math 452 Seminar

1 cr.

During the semester preceding student teaching each person majoring in mathematics is expected to perform an independent study of mathematics beyond the scope of the courses he has taken. The area for investigation will be selected by the student, subject to the approval of the instructor. Upon completion of the study, the student is expected to give an oral presentation of his findings to the other members of the group.

Math 451 Teaching Mathematics in the Secondary Schools 3 cr.

The major objective of the course is to prepare teachers of mathematics for the modern secondary schools. The principal activities in the class are the preparation and presentation of lessons on concepts from the secondary schools mathematics courses; study of the principles of teaching and learning; observations; study of current mathematics curricula; and learning to use curriculum materials effectively.

El 313 Teaching of Arithmetic

3 cr.

In this course emphasis will be given to the place of arithmetic in the elementary school and to the recent changes in curriculum and method; to techniques for developing concepts and processes; to recent research in the field of arithmetic; and to books and materials helpful to prospective teachers. Observation of master teachers at work will be planned. Prerequisite: Math 111.

DEPARTMENT OF FOREIGN LANGUAGES

EDWARD W. BIEGLER, Chairman of Department

ROSA G. DEMBO

CHARLES W. FAUST

MILDRED R. YOUNG

HERBERT E. ISAR

JOSEF VIDAL-LLECHA

While the Department of Foreign Languages recognizes as its primary function the preparation of teachers of French and Spanish, it also presents these languages and the cultures underlying them to the non-specialist who wishes thus to broaden his general education. The Department offers furthermore the elementary sequence 111-112 in German and Russian. It is hoped that the program in these languages may be expanded in the future.

Students may do major and minor work in both French and Spanish. Those who choose a language as the first field of specialization must complete a minimum of 30 semester hours in that language. As a second field of specialization 24 semester hours are required. The prospective major or minor who presents two years of high school French or Spanish should expect to begin with course sequence 251-252, while those who have had one year only will find it best to begin with elementary sequence 111-112. Courses 251-252 and 351-352 are to be taken in sequence, and are required of all majors and minors. The Department also requires that all majors enrolled in courses 111-112, 251-252 take concurrently the oral practice courses designated 151a-152a (corresponding to 111-112), and 251a-252a. Students who minor in French and Spanish are urged, but not required, to take the corresponding "a" courses. The Department suggests that the language specialist have at least the elementary work in a language other than his major. He is expected to participate in all activities of the Foreign Language Club.

The Department of Foreign Languages has a fully equipped twenty-place language laboratory, each place with a double-channel tape recorder. All Oral Practice "a" courses meet in this laboratory; members of these classes are expected to devote further time to individual laboratory activities as an integral part of their preparation. Advanced courses also have frequent laboratory assignments. The laboratory is made available to students in sequences 111-112 and 211-212 on a voluntary basis.

**COURSES REQUIRED OF ALL STUDENTS IN SECONDARY
AND MUSIC EDUCATION**

Students in these departments will satisfy their foreign language requirement by taking either sequence 111-112 in French, German, Russian or Spanish; or sequence 211-212 in French or Spanish.

Fr 111-112 French I and II 3 cr. each

Ger 111-112 German I and II 3 cr. each

Rus 111-112 Russian I and II 3 cr. each

Sp 111-112 Spanish I and II 3 cr. each

This elementary sequence is designed primarily for the general student. Its basic objective is maximum reading ability; further but secondary objectives are accuracy of pronunciation, some ability to understand the spoken word and in self-expression, and an introduction to the motives and currents of the background cultures. The formalities of grammar are reduced to their functional minimum in terms of the reading objective. Majors in French and Spanish must take 151a and 152a concurrently with 111-112; it is recommended that minors do so.

Fr 211-212 French III and IV 3 cr. each

Sp 211-212 Spanish III and IV 3 cr. each

This sequence should be taken in satisfaction of the foreign language requirement by those students who have had two years of the language in high school and elect to continue with the same language. Its objectives are those of 111-112 on a higher level.

COURSES REQUIRED OF PROSPECTIVE TEACHERS OF FRENCH OR SPANISH

Fr 151a-152a Oral Practice I and II 2 cr. each

Sp 151a-152a Oral Practice I and II 2 cr. each

This laboratory sequence introduces the phonetic structure of the language, and encourages automatic response to recurring basic phrase units through constant oral drill. It must be taken concurrently with sequence 111-112.

Fr 251-252 French III and IV 3 cr. each

Sp 251-252 Spanish III and IV 3 cr. each

This intermediate sequence for majors and minors aims toward further development of the basic skills. On completion of 251-252 and 251a-252a, the student should be able to read standard modern French or Spanish with little difficulty, understand what is said to him, and express himself in familiar situations.

Fr 251a-252a Oral Practice III and IV 2 cr. each

Sp 251a-252a Oral Practice III and IV 2 cr. each

This advanced laboratory sequence is a continuation of 151a-152a, and carries oral skills to a higher level. It should be taken concurrently with sequence 251-252.

Fr 351-352 Advanced French Language V and VI 3 cr. each**Sp 351-352 Advanced Spanish Language V and VI** 3 cr. each

This sequence, designed primarily for the prospective teacher, reviews and supplements the grammar of earlier courses, and aims toward a systematic analysis of the structure of the language. Frequent original themes are required. This sequence must be completed prior to student teaching.

Fr 371 Language Laboratory Techniques 1 cr.**Sp 371 Language Laboratory Techniques** 1 cr.

This course is designed to train the prospective teacher in the manipulation and effective use of the electronic language laboratory. The student receives practical experience in the laboratory itself.

Ed 451 Teaching of Foreign Languages in the Secondary School 3 cr.

The objective of this course is to prepare teachers of French and Spanish for the modern high school. It considers methods and materials of instruction, current theories and techniques, and requires preparation and presentation of illustrative units.

ELECTIVE COURSES IN FRENCH

Fr 253 Special Projects 3 cr.

This course is planned to satisfy the special needs of a group as they may arise. It may be utilized for further training in conversation and composition, commercial correspondence, study of periodical literature, or the works of a particular author. Minimum prerequisite: French 111-112 or equivalent. This course may be repeated with credit.

Fr 360 Culture and Civilization of France 3 cr.

The course introduces the student to the salient facts of the cultural position of France, analyzes the high points of that country's history, and deals with the characteristics underlying the rise and development of French life and thought.

Fr 361 French Literature through the 18th Century 3 cr.

After touching on the origins and characteristic qualities of French literature, this course will devote major attention to the seventeenth and eighteenth centuries.

Fr 362 Nineteenth Century French Literature 3 cr.

This course aims to present a coherent survey of the literary

history of the nineteenth century, with due consideration of the social factors and events behind it.

Fr 363 Twentieth Century French Literature 3 cr.

This course examines the literary scene of the current century and its relationship with French life of today.

ELECTIVE COURSES IN SPANISH

Sp 253 Special Projects 3 cr.

Parallels French 253, q. v.

Sp 360 Hispanic Culture and Civilization 3 cr.

In this course the student is introduced to the salient facts of Spanish and Latin American culture, impact of geography on society, high points of history, regional differences and characteristics, cultural philosophies, ethnic composition and ethnopsychological patterns resulting from them.

Sp 361 Spanish Literature before 1650 3 cr.

A survey of the main currents of the literature of Spain from the Middle Ages to the late Baroque, with emphasis on epic poetry, the *Celestina*, the picaresque novel, Cervantes, and seventeenth century drama.

Sp 362 Nineteenth Century Spanish Literature 3 cr.

This course examines the outstanding literary figures of the century, with special emphasis on the period of realism.

Sp 363 Twentieth Century Spanish Literature 3 cr.

After considering the ideas and philosophical orientation of the Generation of 98, this course surveys the major literary trends of the current century.

Sp 364 Spanish-American Literature 3 cr.

Following a consideration of the salient tendencies of Spanish-American literature, this course may take the form of a comprehensive survey, or it may concentrate its attention upon the recent novel of social thesis.

SCIENCE DEPARTMENT

DWIGHT E. SOLLBERGER, Chairman of Department

WILLIS H. BELL

CARL W. BORDAS

EDWARD N. BROWN

WALTER W. GALLATI

DONALD E. HOFFMASTER

RONALD L. MARKS

GEORGE F. OBER

DANIEL G. REIBER

OLINDO SECONDINI

ARTHUR G. SHIELDS

MARTIN L. STAPLETON

RICHARD M. STRAWCUTTER

PAUL M. WADDELL

ROBERT L. WOODARD

CYRIL J. ZENISEK

Biology, chemistry, and physics are combined into one department designated as the science department. The activities of the science department are designed to fulfill three purposes: First, to teach the facts, skills, attitudes and appreciations of science through the basic courses to those students specializing in some field other than science to the end that they may better understand the world in which they live and the impact of the scientific method on society; Second, to provide specialization in the various fields of science for those who wish to prepare to teach these sciences in the secondary school; Third, to offer a program to the prospective elementary teacher which will enable her to teach science in the first six grades.

GENERAL EDUCATION COURSES

(Required of all Students)

Sci 101 Basic Biology

3 cr.

This course deals with the principles of biology. Topics include cellular structure and physiology, growth and repair, reproduction and development, control, sources of food energy, inheritance, and man's interrelationship with his biological environment. The classification of plants and animals is reviewed briefly. Two hours lecture and two hours laboratory.

Sci 102 Basic Physical Science

3 cr.

This course utilizes the fields of earth science and astronomy to provide a broadened background of science. The nature and use of energy is the central theme for the study of heat, light, chemical, electrical, and atomic energy. Emphasis is placed on the methods and the thinking of scientists in recognizing and solving problems. Two hours lecture and two hours laboratory.

SPECIALIZATION IN THE VARIOUS FIELDS OF SCIENCE

The increasing complexity and specialization within the field of science has made many problems for those preparing to teach science in the secondary schools of Pennsylvania. One of the prob-

lems is that of securing sufficient breadth as well as depth in preparation for teaching science. More than sixty per cent of all Science teachers in Pennsylvania teach General Science in addition to other Science subjects. Relatively few teach one Science Subject only. The subject outside the field of Science most often taught by Science teachers is Mathematics.

Indiana has attempted to meet the needs of prospective science teachers by offering a wide variety of courses and fields in which to specialize.

COURSE REQUIRED OF MAJORS IN THE VARIOUS FIELDS OF SCIENCE

Ed 451 Teaching Science in the Secondary School 3 cr.

This course is planned to give the prospective science major a thorough background in the problems of teaching science. The objectives of the science program in the secondary school, selection of textbooks, sources of suitable literature, how to secure materials for instruction, the preparation of units, and special techniques are studied. Prerequisites: 12 hours of work in major field. Three hours lecture.

SEQUENCE FOR BIOLOGY MAJORS

Semester	No.	Courses	Credit	
			Semester	Clock
I	Sci 151	Botany I or		
	Sci 161	Zoology I	4	6
	Sci 171	Inorganic Chemistry I	4	6
II	Sci 152	Botany II or		
	Sci 162	Zoology II	4	6
	Sci 172	Inorganic Chemistry II	4	6
*III	Sci 151	Zoology I or		
	Sci 161	Botany I	4	6
		Math Analysis I		
*IV	Sci 152	Botany II or		
	Sci 162	Zoology II	4	6
	Sci 271	Evolution or		
	Sci 181	Earth Science	3 or 4	4 or 6
V	Sci 281	Physics I	4	6
VI	Sci 182	Physics II	4	6
VI or VII	Ed 451	Teaching Science in Secondary Schools	3	3
<i>Electives</i>				
III to VII	Sci 353	Field Botany	3	6
	Sci 363	Field Zoology	3	5
	Sci 371	Ornithology	3	5
	Sci 372	Entomology	3	5
	Sci 373	Ecology	3	5
	Sci 375	Conservation	3	5
	Sci 381	Vertebrate Anatomy	3	5

Semester	No.	Courses	Credit	
			Semester	Clock
	Sci 355	Plant Physiology and/or	3	5
	Sci 365	Animal Physiology	3	5
	Sci 366	Microbiology	3	5
	Sci 374	Parasitology	3	
	Sci 279	Genetics	3	5
	Sci 291	Problems in Biology	1-3	

*Foreign Language given in Sophomore year instead of Junior.

SEQUENCE FOR CHEMISTRY MAJORS

I	Sci 171	Inorganic Chemistry I	4	6
		*Mathematical Analysis I or Mathematical Analysis III	4	4
II	Sci 172	Inorganic Chemistry II	4	6
		*Mathematical Analysis II or Mathematical Analysis IV	5	5
III		*Calculus I or Advanced Calculus	3 or 4	
	Sci 181	Physics I (4-6) or		
	Sci 251	Biology I	4	6
	Sci 273	Qualitative Analysis (3-6) or		
	Sci 275	Organic Chemistry I	4	6
IV	Sci 182	Physics II (4-6) or		
	Sci 252	Biology II	4	6
	Sci 274	Quantitative Analysis (3-6) or		
	Sci 276	Organic Chemistry II	4	6
V	Sci 273	Qualitative Analysis (3-6) or		
	Sci 275	Organic Chemistry I	4	6
	Sci 181	Physics I (4-6) or		
	Sci 251	Biology I	4	6
VI	Sci 274	Quantitative Analysis (3-6) or		
	Sci 276	Organic Chemistry II	4	6
	Sci 182	Physics II (4-6) or		
	Sci 252	Biology II	4	6
VI or VII	Ed 451	Teaching Science in Secondary Schools	3	3
VII or VIII	Sci 377	Physical Chemistry (May be taken any time after Quantitative Analysis)	3	5
		Electives—After prerequisites have been completed		
	Sci 379	Industrial Chemistry	3	
	Sci 277	Biological Chemistry	3	
	Sci 378	Colloid Chemistry	3	
	Sci 393	Problems in Chemistry	1-4 in any one sem.	

* Any combination giving mathematics through Calculus I or a course in Mathematical Preparation for Physical Chemistry acceptable to the department may be substituted for the Mathematics program of Semesters I, II, and III.

SEQUENCE FOR PHYSICS MAJORS

Semester	No.	Courses	Credit	
			Semester	Clock
I	Sci 181	Physics I Mathematical Analysis I () or Mathematical Analysis III	4 4	6 4
II	Sci 182	Physics II Mathematical Analysis II () or Mathematical Analysis IV	4 5	6 5
III	Sci 171 Sci 251	Inorganic Chemistry I or Biology I Calculus I () or Analysis V ()	4 3 or 4	6
IV	Sci 172 Sci 252	Inorganic Chemistry II (4-6) or Biology II () Calculus II (if Cal. I Preceding Sem)	4 4	6 4
V	Sci 171 Sci 251	Inorganic Chemistry I or Biology I	4	6
VI	Sci 172 Sci 252	Inorganic Chemistry II or Biology II	4	6
VI or VII	Ed 451	Teaching Science in Secondary Schools	3	3
<i>Electives</i>				
III to VII	Sci 283	Electricity and Magnetism	4	6
	Sci 284	Mechanics	4	6
	Sci 285	Heat	4	6
	Sci 286	Electronics	3	5
	Sci 287	Modern Physics	3	5
	Sci 288	Optics	3	5
	Sci 395	Problems in Physics (in any one semester)	1-4	

SEQUENCE FOR PHYSICS-MATHEMATICS MAJORS

Semester	No.	Courses	Credit	
			Semester	Clock
I	Sci 181	Physics I Mathematical Analysis I or Mathematical Analysis III	4 4	6 4
II	Sci 182	Physics II Mathematical Analysis II or Mathematical Analysis IV	4 5	6 5
III		Calculus I (3-3) or Advanced Calculus	3 or 4	
IV		Calculus II (3-3) or Differential Equations	3 or 4	
VI or VII	Ed 451	Tch. of Sci. in Sec. Sch. or Tch. of Math in Sec. School Elective or Required	3	3
III to VII		Physics		
	Sci 283	Electricity and Magnetism (req)	4	6
	Sci 284	Mechanics (req)	4	6

Semester	No.	Courses	Credit	
			Semester	Clock
	Sci 285	Heat	4	6
	Sci 286	Electronics	3	5
	Sci 287	Modern Physics (req)	3	5
	Sci 288	Optics	3	5
	Sci 395	Problems in Physics	1-3	
V to VII		Mathematics		
		Advanced College Algebra	3	3
		Calculus III	3	3
		College Geometry	3	3
		Statistics	3	3
		History of Mathematics	3	3
		Field Work in Mathematics	3	3
		Space Geometry	3	3
		Introduction to Modern Mathematics	3	3
		Differential Equations	3	3
		Probability	3	3
		Vector Analysis	3	3
		Fourier Series	3	3

SEQUENCE FOR PHYSICAL SCIENCE MAJORS

NOTE: The 54 semester hours for the major will not meet the new certification requirements in Chemistry and Physics which are 24 semester hours for each.

I	Sci 171	Inorganic Chemistry I or Physics I	4	6
		Mathematical Analysis I or Mathematical Analysis III	4	4
II	Sci 172 Sci 182	Inorganic Chemistry II or Physics II	4	6
		Mathematical Analysis II or Mathematical Analysis IV	5	5
III	Sci 171 Sci 181	Inorganic Chemistry I or Physics I	4	6
		Calculus I or Analysis V	4	4
IV	Sci 172 Sci 182	Inorganic Chemistry II or Physics II	4	6
VI or VII	Ed 451	Tch. of Sci. in Sec. Sch.	3	3

Elective or Required

		Chemistry		
III to VII	Sci 273	Qualitative Analysis (req)	3	7
	Sci 275	Organic Chemistry I (req)	4	6
	Sci 377	Physical Chemistry (req)	3	5
	Sci 274	Quantitative Analysis	3	7
	Sci 275	Organic Chemistry II	3	5
	Sci 277	Biological Chemistry	3	6
	Sci 379	Industrial Chemistry	3	5
	Sci 393	Problems in Chemistry	1-3	
		Physics		
	Sci 283	Electricity and Magnetism (req)	4	6
	Sci 284	Mechanics (req)	4	6
	Sci 287	Modern Physics	3	5
	Sci 285	Heat	4	6
	Sci 288	Optics	3	5
	Sci 395	Problems in Physics	1-3	

SEQUENCE FOR GENERAL SCIENCE-GEOGRAPHY MAJOR

Semester	No.	Courses	Credit	
			Semester	Clock
I	Sci 171	Inorganic Chemistry I	4	6
		Mathematics	4	
II	Sci 172	Inorganic Chemistry II	4	6
III	Sci 181	Physics I	4	6
IV	Sci 182	Physics II	4	6
V	Sci 251	Biology I	4	6
VI	Sci 252	Biology II	4	6
III to IV		Earth Science Courses	9	
		Regional Geography	15	
VI or VII	Ed 451	Teaching Science in Secondary Schools or Teaching Geography in Secondary Schools	3	3

COURSE DESCRIPTIONS

Courses Offered to Majors in Various Fields of Science

(See pages 150-154 for requirements for each area of specialization)

BIOLOGICAL SCIENCE COURSES

Sci 151 Botany I 4 cr.

Botany I is primarily a study of the flowering plants. Topics include the anatomy and life processes of plant cells, leaves, stem, roots, flowers, seeds, and fruits. The economic importance of plants used by man and the recognition and classification of the seed plants in the immediate environment of the college are included. Three hours lecture and three hours laboratory per week.

Sci 152 Botany II 4 cr.

Botany II is concerned primarily with the non-flowering plants. It considers both the anatomy and life processes of selected algae, bacteria, fungi, mosses, ferns, and their allies. The economic importance and health implications of certain of these groups are emphasized. The recognition and classification of the non-flowering plants of the immediate surroundings are stressed. Prerequisite: Botany I. Three hours lecture and three hours laboratory per week.

Sci 161 Zoology I 4 cr.

This is a study of the life history, habits, origin, development, physiology and anatomy of the main phyla of invertebrates. A phylogenetic sequence is followed to show interrelationships among the phyla. The student becomes acquainted with the many inverte-

brate species found locally. Three hours lecture and three hours laboratory per week.

Sci 162 Zoology II 4 cr.

This course is a study of the chordata in general, and more particularly the classes of vertebrates. Topics studied include the anatomy, physiology, origin, development, and life history of representative members of each class. Special attention is given to the vertebrates found in the vicinity of the college. Prerequisite: Zoology I. Three hours lecture and three hours laboratory per week.

Sci 251 Biology I 4 cr.

A study of the principles of biology including cell structure, photosynthesis, respiration, digestion, excretion, coordination, reproduction, heredity, and evolution together with a systematic study of typical representatives of both the plant and animal kingdoms. Three lectures and one 3 hour laboratory per week.

Sci 252 Biology II 4 cr.

A continuation of Biology I. Three lectures and one 3 hour laboratory per week. Prerequisite: Biology I.

Sci 271 Evolution 4 cr.

This is a study of the processes involved in the development of modern organisms from primitive ancestral types and investigation into the origin and relationships of various biological groups. Three lectures and one laboratory period per week.

Sci 279 Genetics 3 cr.

The purpose of this course is to give the student an understanding of the laws of inheritance as they operate in plants, animals, and humans. Cell structure, mendelian inheritance, eugenics, linkage, probability, crossing over, and random assortment are all considered. Prerequisite: 6 hours Biology. Two hours lecture and three hours laboratory per week.

Sci 353 Field Botany 3 cr.

This is an advanced course in the taxonomy of the vascular plants of the region. It includes the ferns, fern allies, shrubs, trees and herbaceous plants. The use of the standard manuals for the identification of plant materials is stressed. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week.

Sci 355 Plant Physiology 3 cr.

This course studies the physiological processes occurring in plants. The phenomena of inhibition, osmosis, digestion, photosynthesis, respiration, transpiration and mineral nutrition are con-

sidered in relation to the growth and development of the plant. Prerequisites: Botany I and II. Two hours lecture and three hours laboratory per week.

Sci 363 Field Zoology

3 cr.

Field Zoology is a course in the study of animals in the field; the collection of such forms, and the preparation and utilization of them for class instruction. Students are required to make collections for their future use in teaching situations. Two hours lecture and three hours laboratory per week. Field trips are required.

Sci 365 Animal Physiology

3 cr.

The purpose of this course is to give the student a general background of how animals carry on their bodily processes and a more detailed knowledge of human physiology. Related anatomy is taught as needed. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory work per week.

Sci 366 Microbiology

3 cr.

This course is a study of microscopic forms of life, both plant and animal, which are commonly encountered in biological work. Some emphasis is placed on the study of disease-producing species of man and his domesticated animals. Methods of culturing forms used in high school teaching are studied. Prerequisites: Botany I and II, Zoology I and II. Two hours lecture and three hours laboratory per week.

Sci 371 Ornithology

3 cr.

Ornithology is a careful study of the birds of the region supplemented by a review of the major orders of birds of the western hemisphere. Indoor studies of skins are made during the early part of the course, while the latter part of the course is largely field work. Early morning field trips are required. Two hours lecture and three hours laboratory per week.

Sci 372 Entomology

3 cr.

This is an introduction to the orders of insects, considering their characteristics, habits, and economic relations, together with the collecting and identifying of representative forms from western Pennsylvania. Two hours lecture and three hours laboratory per week.

Sci 373 Ecology

3 cr.

This is a study of the interrelations and adaptations of plants and animals and includes consideration of physical as well as biotic environmental factors. Field trips are taken to study various types of ecologic situations. Two hours lecture and three hours laboratory per week.

Sci 374 Parasitology

3 cr.

An introductory course which covers the parasitic protozoa, flatworms, and roundworms. Major emphasis is placed upon species infesting man and includes their structure, physiology, ecology, life cycles, pathogenicity and treatment. Laboratory work includes some dissection of vertebrate hosts and fixing, staining and mounting of any parasites recovered. Arthropods involved in parasite transmission are also included. Prerequisites: Zoology I and II.

Sci 375 Conservation of Plant and Animal Resources

3 cr

In this course special attention is devoted to a study of accepted practices in soil, water, forest, and game conservation. Numerous local and state conservation specialists are called in to assist in the discussion of the specialized fields of conservation. Field work is an essential part of the course. Prerequisite: Biological Science or equivalent. Two hours lecture and three hours laboratory per week.

Sci 381 Vertebrate Anatomy

3 cr.

A study of the anatomical organization of the vertebrate animal. The cat is used as the subject for a detailed laboratory dissection. Prerequisites: Zoology I and II. Two hours lecture and three hours laboratory per week.

Sci 391 Problems in Biology

1 - 3 cr.

A course in which the student may independently investigate any field of biology in which he is interested. This work is supervised by a faculty member but does not involve regular class or laboratory hours. The student should expect to spend three hours per week for each credit earned.

Sci 451 Research Biology

3 cr.

A course designed to acquaint the undergraduate student with the techniques of modern research by actively engaging in a program of biological experimentation and/or research. Students will work in close harmony with the faculty member (or members) engaged in an active research project. There are no formal lectures or laboratories and a broad biological background is required. Enrollment is by permission and limited to five students.

CHEMISTRY COURSES**Sci 171 - 172 Inorganic Chemistry I and II**

8 cr.

Chemistry I includes the study of non-metals, gas laws, valence, gramolecular volume, ionization, solutions, oxidation, and reduction. Chemistry II (Prerequisite: Inorganic Chemistry I) includes atomic structure and periodic classification of elements. The metals

and simple qualitative tests for cations and anions. Three hours lecture and three hours laboratory per week.

Sci 273 Qualitative Analysis

3 cr.

A study of chemical properties of certain elements and various ionic chemical equilibria involved in their reactions. The student achieves understanding of these principles through solution of selected problems and carefully arranged experimental work, including the identification of unknown ions. Many useful skills and techniques are acquired during the course of laboratory work. Two hours lecture and four hours laboratory per week. First semester odd years. Prerequisite: Inorganic Chemistry I - II.

Sci 274 Quantitative Analysis

3 cr.

This course gives introductory training in the theory and practice of gravimetric, volumetric, and calculations on a quantitative basis. Two hours lecture and four hours laboratory per week. Second semester, odd years. Prerequisite: Qualitative Analysis.

Sci 275 Organic Chemistry I

4 cr.

A study of the aliphatic series of organic compounds with brief introduction to the aromatic series. Both micro- and semi-micro techniques are employed to stress the properties and type reactions of the usual classes of organic compounds. Three hours lecture with three hours laboratory per week. First semester, even years. Prerequisites: Inorganic Chemistry I and II.

Sci 276 Organic Chemistry II

3 cr.

This course is a continuation of Organic Chemistry I. Aromatic compounds are studied with respect to their properties typical reactions and value synthesis of useful consumer products. Two hours lecture and three hours laboratory. Prerequisite: Organic Chemistry I.

Sci 277 Biological Chemistry

3 cr.

This course includes the chemistry of proteins, fats, carbohydrates, minerals, and vitamins, and biological functions of each; studies the digestive and metabolic reactions by test meals and urine analysis. Two hours lecture and three hours laboratory per week. Prerequisite: Organic Chemistry I and II.

Sci 377 Physical Chemistry

3 cr.

This course considers the phase rule; properties of solutions, liquids, solids, and gases; surface tension; vapor pressures; osmotic pressure, chemical cells, buffers, indicators; oxidation-reduction potentials; physical conditions affecting chemical equilibria. Laboratory work applying these principles. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II, Physics I and II, Quantitative Analysis, Calculus I.

Sci 378 Colloidal Chemistry 3 cr.

This course consists of discussion and laboratory work dealing with the theory of colloidal behavior. Stress will be placed upon proteins and other materials encountered in the colloidal state which are important in nature or industry. Two hours lecture and three hours laboratory per week. Prerequisites: Inorganic Chemistry I and II and Organic Chemistry I.

Sci 379 Industrial Chemistry 3 cr.

This course is a study of the applications of chemistry and science to the industries of Western Pennsylvania for the science teacher. The course consists of lectures, laboratory, and field trips to representative industries. Two hours lecture and three hours laboratory per week. Prerequisite: Inorganic Chemistry I and II.

Sci 393 Problems in Chemistry 3 cr.

This course includes laboratory work, library reading, and conferences with staff member. The purpose of this course is to give the student experience in the investigation of selected problems in chemistry. The credit is to be arranged.

PHYSICS COURSES**Sci 181-182 Physics I and II** 8 cr.

A two-semester course constituting the usual first year's work in general college physics. In Physics I mechanics, heat and sound are studied; in Physics II electricity and magnetism, light, and atomic and nuclear physics. A working knowledge of elementary algebra is essential. Three hours lecture and three hours laboratory per week.

Sci 283 Electricity and Magnetism 4 cr.

This is an advanced course in general electricity and magnetism for all physics majors and minors. The electric and magnetic fields of D.C. and A.C. circuits, capacitance, inductance, electromotive force, electrical instruments are among the topics developed. Three hours laboratory per week. Physics I and II are prerequisites.

Sci 284 Mechanics 4 cr.

This is an advanced course in general mechanics for physics majors and minors and of special value to students majoring in mathematics. Statics, linear motion, circular motion and simple harmonic motion are among the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Sci 285 Heat 4 cr.

This is an advanced course in general heat. Temperature and expansion, heat transfer, properties of gases and thermodynamics

are some of the topics developed. Three hours lecture and three hours laboratory per week. Physics I and II are prerequisites.

Sci 286 Electronics

3 cr.

This is a course dealing with the electron, including the charge, emission, and velocity of the electron. The fundamentals of vacuum tubes and their circuits and the use of tubes in communications and industry are studied. Prerequisites: Physics I and II.

Sci 287 Modern Physics

3 cr.

This is a course in twentieth century physics. The topics include thermionics, spectra, X-rays, and radioactivity. Considerable time is devoted to atomic structure and the newer developments in the field of atomic energy. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Sci 288 Optics

3 cr.

This course deals with such topics as reflection and refraction at surfaces, optical instruments, polarization, interference and diffraction of light. Two 1-hour lectures and one 3-hour laboratory per week. Physics I and II are prerequisites.

Sci 395 Problems in Physics

1 - 4 cr.

Under this title there is offered an opportunity for advanced students to study, in vigorous mathematical detail, special topics in Physics such as Fourier Series, Vibrating String Theory, Vector Analysis and others which the student or staff member might propose. The amount and quality of the work done would determine the number of credit hours earned. In general the idea is to have the student deal in a more sophisticated manner with topics which receive elementary treatment in the regular courses. Prerequisite: Physics I and II, Mechanics, Electricity, and Magnetism.

GENERAL SCIENCE COURSES

Sci 281 Earth Science

3 cr.

This course is designed to provide the background of knowledge of the sky, geological forms, and weather phenomena necessary to the teacher of General Science in the junior high school. Field trips at night for star study, visits to interesting geological formations and a weather station are some of the activities included. Two lecture periods and one two-hour laboratory period.

Sci 311 Elements of Earth Science

3 cr.

This course, following a year of basic science, is designed to provide the teacher with a more adequate background in the areas of geology, meteorology, and astronomy. Emphasis is placed upon first-hand experiences in gathering, tabulating, analyzing and in-

terpreting data in these fields. Activities will include evening sky study sessions, visits to local geological formations, and the establishment of a weather station. Skill in reading weather maps, topographical maps, and sky maps will be stressed during the study of appropriate units. Admission will be by the permission of the department.

REQUIRED COURSE FOR STUDENTS IN ELEMENTARY EDUCATION

El 312 Teaching of Elementary Science 3 cr.

See Elementary Section for Course Description

ELECTIVE COURSE

For Students of Curricula Requiring Such

Sci 111 Science in Modern Civilization 3 cr.

This course is designed to acquaint the secondary student with some of the major discoveries of science in all fields and the effects of discoveries upon man's way of life. Emphasis is placed upon developing an understanding of science and its implications. Discoveries leading to more abundant supplies of energy, discoveries contributing to better health and longer life, more rapid transportation, to a more abundant and better food supply, better housing, better clothing and to greater destructive potential are some of the topics developed.

REQUIRED COURSES FOR STUDENTS IN HOME ECONOMICS

Sci 115 Physiology for Home Economics 3 cr.

This is a study of the various physiological processes occurring in the human body and the functioning of the various tissues and organs. Two hours lecture and two hours laboratory per week.

Sci 173 Inorganic Chemistry 3 cr.

This course includes an introductory study of the non-metals, the gas laws, atomic structure, valence, ionization, solutions, oxidation, and reduction, and the periodic classification of the elements. Two hours lecture and three hours laboratory.

Sci 277 Organic and Biochemistry 3 cr.

This course is designed to include those topics from the fields of organic chemistry and biochemistry that are most important for the student of home economics. Among the topics included are the aliphatic organic compounds, the physiological functions of materials, proteins, carbohydrates, fats, minerals, digestion, absorp-

tion, and metabolism. Two hours lecture and three hours laboratory.

Sci 367 Bacteriology

2 cr.

This course is designed specifically for students of home economics. It is a general one-semester course dealing with bacteria in their various relations to man. Applications to food preservation and other problems of the home are stressed. One hour lecture; three hours laboratory.



Science Students at Work

SOCIAL STUDIES DEPARTMENT

RAYMOND L. LEE, Chairman of Department

CALVIN H. BLAIR	ESKO NEWHILL
CLYDE C. GELBACH	MERLE J. RIFE
ROBERT M. HERMANN	JOHN R. SAHLI
C. M. JOHNSON	BERT A. SMITH
JAMES KEHEW	LOUISE E. SWEET
MICHAEL KIRLIK	ALBERT J. WAHL
JANE S. MERVINE	FLORENCE WALLACE

The department of Social Studies serves two functions. First, through courses required of all students as part of the general education program of the college, it seeks to develop effective citizens and to acquaint students with the patterns of American culture within which they will live and work as teachers. Second, for students who show special interest and competence in the social sciences the department provides a program of studies that will equip them to teach history and the social studies in the secondary school.

A student may elect history or social studies as his major field of specialization. Thirty nine semester hours of departmental course work is required for graduation in Social Studies; thirty hours in history.

COURSES REQUIRED OF MAJORS**HISTORY**

Major Field 30 s. h.

(Students select at least one course from each major subdivision beyond general education requirements.)

U.S. HISTORY

SS 301 History of United States and Pennsylvania I	3 cr.
SS 302 History of United States and Pennsylvania II	3 cr.
SS 361 Contemporary United States History	3 cr.
SS 363 Diplomatic History of the United States	3 cr.

EUROPEAN HISTORY

SS 201 History of Civilization I	3 cr.
SS 202 History of Civilization II	3 cr.
SS 371 Renaissance and Reformation	3 cr.
SS 372 History of Europe Before 1815	3 cr.
SS 373 History of Europe Since 1815	3 cr.
SS 374 History of the Twentieth Century World	3 cr.

REGIONAL HISTORY

SS 379 History of Pennsylvania	3 cr.
SS 378 History of England	3 cr.
SS 377 History of Latin America	3 cr.
SS 375 History of the Far East	3 cr.
SS 376 History of the Middle East	3 cr.
SS 380 History of Russia	3 cr.
Ed 451 Teaching of Social Studies in the Secondary School	3 cr.

SOCIAL STUDIES

Major Field 39 s. h.

(Students elect 39 semester hours with at least one course in each division and six hours in four of the five subdivisions listed below.)

HISTORY

SS 301 History of United States and Pennsylvania I	3 cr.
SS 302 History of United States and Pennsylvania II	3 cr.
SS 361 Contemporary United States History	3 cr.
SS 363 Diplomatic United States History	3 cr.
SS 201 History of Civilization I	3 cr.
SS 202 History of Civilization II	3 cr.
SS 371 Renaissance and Reformation	3 cr.
SS 372 History of Europe to 1815	3 cr.
SS 373 History of Europe Since 1815	3 cr.
SS 374 History of the Twentieth Century World	3 cr.
SS 375 History of the Far East	3 cr.
SS 376 History of the Middle East	3 cr.
SS 377 History of Latin America	3 cr.
SS 378 History of England	3 cr.
SS 379 History of Pennsylvania	3 cr.
SS 380 History of Russia	3 cr.

POLITICAL SCIENCE

SS 401 American Citizenship	3 cr.
SS 355 Comparative Government	3 cr.
SS 356 State and Local Government	3 cr.
SS 357 International Relations	3 cr.
SS 358 Contemporary Political Problems	3 cr.
SS 362 American Constitutional Law	3 cr.

SOCIOLOGY—ANTHROPOLOGY

SS 251 Principles of Sociology	3 cr.
SS 351 Contemporary Social Problems	3 cr.
SS 352 Racial and Cultural Minorities	3 cr.
SS 353 Juvenile Delinquency	3 cr.
SS 354 Population Problems	3 cr.
SS 410 Introduction to Anthropology	3 cr.
SS 411 Cultural Anthropology	3 cr.
SS 412 World Ethnography	3 cr.

ECONOMICS

SS 240 Principles of Economics	3 cr.
SS 341 Industrial Relations	3 cr.
SS 342 Contemporary Economic Problems	3 cr.
SS 343 Economic Analysis	3 cr.
SS 344 Public Finance	3 cr.
SS 345 Money and Banking	3 cr.

PHILOSOPHY

SS 420 Introduction to Philosophy	3 cr.
SS 421 Logic	3 cr.
SS 422 Ethics	3 cr.
Ed 451 Teaching of Social Studies in the Secondary Schools	3 cr.

GENERAL EDUCATION COURSES

(Required of all students)

SS 202 History of Civilization II 3 cr.

This course deals with man's development from 1600 to the present. Among the topics discussed are: The Commercial Revolution; the Age of Reason; the Age of Revolution—political, economic, and social; the rise of constitutional governments; nationalism and the clash of cultures incident to the growth of empire. Considerable attention is given to democracy, capitalism, communism, fascism, and socialism as the major ideologies of the nineteenth and twentieth centuries. The course concludes with an examination of the various formulas for world order proposed or attempted since 1900.

SS 401 American Citizenship 3 cr.

This course is largely concerned with our Federal and State governments. Emphasis is placed upon the constitutional basis of government, organization and structure of government, division of

governmental powers, Federal and State relations, public finance, organization and role of political parties, and the place of the citizen in government. In a study of the functions and services of government attention is given such problems as foreign policy and world relations, economic and social security, and the promotion of the general welfare.

SS 420 Introduction to Philosophy 3 cr.

A survey of basic issues and fundamental concepts. Designed for the beginning student, this course aims at the development of a critical attitude toward the major "isms" of philosophy. Emphasis is placed upon an understanding of problems in the field, rather than upon individual thinkers.

OR—

SS 421 Logic or SS 410 Introduction to Anthropology 3 cr.

SS 302 History of the United States and Pennsylvania II 3 cr.

A course in the history of the United States and Pennsylvania from about 1865 to the present in which the industrialization of America, urbanization, the rise of organized labor, and the development of a distinctly American culture are stressed. Attention is also given to the political, economic, and social reform movements of this period in our history as well as to the increasing role of the United States in world affairs.

ANTHROPOLOGY—SOCIOLOGY ELECTIVES

SS 251 Introduction to Sociology 3 cr.

Sociology is the science of the structure and functioning of human groups. Taking culture concepts and social institutions as its basic materials, it explores the content, methodology, and interrelationships of those studies seeking to record and explain man's social behavior in the modern world. Problems of social change, and the attendant efforts to direct and control such change, are integral parts of the course.

SS 351 Contemporary Social Problems 3 cr.

A course which explores pressing social issues and the solutions offered for their alleviation. Within its scope fall race and minority discrimination, juvenile delinquency, crime, family disintegration, personal maladjustment, population shifts, the role of culture, the nature of social change, and the possibility of social planning. Problems are defined and solutions are explored in the light of historical, political, economic, social, and anthropological data.

SOCIOLOGY**SS 352 Racial and Cultural Minorities** 3 cr.

A study of national, racial and religious minorities and divergent heritages in our national life. Prerequisite: Principles of Sociology.

SS 353 Juvenile Delinquency 3 cr.

Principal topics are the cause of delinquency, its forms, consequences, and the methods that may best be used in its prevention. Prerequisite: Principles of Sociology.

SS 354 Population Problems 3 cr.

The focus is upon population growth and distribution. The present "population explosion" will be a topic of central interest. Prerequisite: Principles of Sociology.

SS 410 Introduction to Anthropology 3 cr.

Anthropology attempts to bring the student a comprehensive view of man's biological and cultural heritage. His similarities and variations, both physiological and social, are studied as a continuity, from the earliest evidence supplied by archeology, to detailed studies of primitive societies in our own times. The predictability of future changes in ethnological phenomenae is also considered.

SS 411 Cultural Anthropology 3 cr.

The science of cultural anthropology is concerned with the origin, diversification and evolution of man's ways of life (cultures) from extinct primitive systems to modern industrial civilizations. This course is an introduction to the nature and concept of culture and to the major theoretical approaches used in the study of culture—the functional, historical and evolutionary. Examples of the study of simple and complex cultures will be used.

SS 412 World Ethnography 3 cr.

The study of the diversity of primitive cultures is an introduction to the creative and adaptive capacities of human beings. This course will explore the variety of ways specific primitive peoples and cultures have adjusted to their habitats in the Old and New Worlds. The technology, economic and social organization, religion and arts of wild food gatherers, simple cultivators, and pastoral nomads will be described and analyzed.

ECONOMICS ELECTIVES**SS 240 Principles of Economics** 3 cr.

A course in which a study is made of the major areas in the field of economics; production, exchange, distribution, and con-

sumption. Special consideration is given wages, interest, rent, profits, price determination, money and banking, and national income.

SS 341 Industrial Relations 3 cr.

A study of the problems involved in the relations between the workers and management in a dynamic industrial society, and the economic aspects of the solutions of these problems proposed or attempted by labor, management, and the government.

SS 342 Contemporary Economic Problems 3 cr.

A course which briefly analyzes the world-wide clash of Communism, Socialism, and Capitalism, and examines in some detail the contemporary internal problems of American Capitalism. Controversial problems implicit in the rise of big business, big labor, big agriculture, and big government are explored, and proposed solutions are examined. Students are encouraged to reach tentative individual conclusions on the basis of their independent study.

SS 343 Economic Analysis 3 cr.

An analysis of prices, output and distribution with application to current problems of economic policy.

SS 344 Public Finance 3 cr.

A survey of the revenues, expenditures and debt operations of governments. Special attention will be given to the different requirements and character of the Federal government and of state and local units respectively.

SS 345 Money and Banking 3 cr.

A study of the history and present state of the American monetary and banking system. The Federal Reserve System, instruments of credit control, proposals for monetary reform and the relationship between money and economic stability will be covered in the course.

HISTORY ELECTIVES

SS 201 History of Civilization I 3 cr.

A survey course presenting in integrated form the origin and development of man's major political, social, economic, religious, aesthetic and intellectual institutions from preliterate times to approximately 1500 A.D. Including the Oriental and Near Eastern cultures as well as the more familiar Greek, Roman, and Germanic contributions to world society, the course deals with broad historical movements rather than with the details of individual peoples and nations.

OR—

SS 301 History of the United States and Pennsylvania I 3 cr.

A course covering the period in American history from the discovery of America to about 1865 with emphasis on the history of Pennsylvania. Special attention is given to the colonial foundations of our nation, the emergence of our Federal Union, the rise of an American culture, territorial and economic growth of the United States, the rise of political democracy, social reform, and the controversy over sectionalism and slavery.

SS 361 Contemporary United States History 3 cr.

A course devoted to the analysis of the fundamental changes in American culture since 1900. In evaluating social, intellectual, economic, and political developments since the era of the "Full Dinner Pail", the United States is studied as a product and as a part of the world community of nations. Foreign policy is interpreted as the pursuit of American interests under the conditions imposed by contemporary international politics.

SS 363 Diplomatic History of the United States 3 cr.

This course traces the history of our foreign relations from the American Revolution to the present. Emphasis is placed on those principles and major policies upon which our foreign policies are based.

SS 371 Renaissance and Reformation 3 cr.

This is a course dealing with the study of the Renaissance, with reference to the artistic, literary, scientific and political aspects, and the vital personalities motivating them; the Reformation as it affected the religious, economic, and political development in Europe. Particular attention will be given to the educational ideas of Erasmus and other reformers in this period.

SS 372 History of Europe to 1815 3 cr.

This course examines important political, economic and cultural developments from 1600 to 1815. Among the topics emphasized are the scientific and philosophical revolutions, the Enlightenment, government by divine right, the English and French Revolutions, and the Napoleonic Era.

SS 373 History of Europe Since 1815 3 cr.

A comprehensive study of the factors contributed by the European people in their national organization through their political, social and economic activities. The understanding of the casual and inter-group relationships are essentially basic to analysis and interpretations of the difficulties facing the European world today.

SS 374 History of Twentieth Century World 3 cr.

This course examines political, economic, social and intellectual trends in the world since 1900, with a major emphasis on European

contributions. Consideration is given to the causes and results of twentieth century warfare and the search for international order and stability.

SS 375 History of the Far East

3 cr.

A survey of the development of the peoples of China, Japan, India and adjacent territories for the purpose of gaining an understanding of their contemporary problems and ways of thinking as they relate to current world affairs. Special emphasis is placed on the impact of the West as a conditioning factor in the development of the Far East in modern times.

SS 376 History of the Middle East

3 cr.

This course is a study of the Ottoman Middle East and its lack of political unity resulting from the rise and development of Arab, Turkish, Zionist and other nationalist movements. Special attention is given to the effect of these movements upon the contemporary history of the Middle East and to the significance of that area in current world affairs.

SS 377 History of Latin America

3 cr.

The course surveys the development of the Latin American countries from the period of discovery to the present. The economic, social, political and cultural areas receive special attention first as domestic problems then as they are related to the various political units involved. The influence of European and American relations as they are reflected in local changes are given consideration.

SS 378 History of England

3 cr.

This course traces the growth of the people and institutions of England from the conquest by the Anglo-Saxons to the present. The emphasis is placed on the development of these factors that give rise to the struggle and events that culminated in the establishment of the democratic principles and organizations in both the British Commonwealth and elsewhere in the modern world.

SS 379 History of Pennsylvania

3 cr.

A study of the founding and development of Pennsylvania from its colonial beginnings to the present time. Emphasis is placed on the social, economic and political developments in the different periods of its history. Special attention is given to the diversity of the people, their institutions and problems and the growth of Pennsylvania to a leading position in our modern industrial world.

SS 380 History of Russia

3 cr.

A general survey of Russian history, culture and institutions. Special consideration is given to the study of those historical forces which were formative of the Revolution of 1917. Consideration is also given to post- Revolution Russia.

POLITICAL SCIENCE ELECTIVES**SS 355 Comparative Government**

3 cr.

A course in which the major foreign democratic and authoritarian governments are analyzed. Emphasis is placed on the governments of the Soviet Union, England, France, Italy, Germany, China and Japan. Comparisons and contrasts are drawn between these governments and the government of the United States.

SS 356 State and Local Government

3 cr.

This course deals with the history, organization, structure and function of the major types of city government in the United States. Consideration is given to the development of modern administrative techniques and methods as they apply to municipalities. The prevailing forms of government and administration used by boroughs and townships in Pennsylvania are surveyed.

SS 357 International Relations

3 cr.

This course gives consideration to the origin and growth of international law and the development of international organization. An analysis is made of the structure and functions of the United Nations. Emphasis is placed on the role of the United Nations in contemporary world affairs.

SS 358 Contemporary Political Problems

3 cr.

This course emphasizes the dynamics of government as they are evidenced in public opinion, pressure groups, political parties and our governmental institutions. Attention is also directed toward the political-economic nexus within American society.

SS 362 American Constitutional Law

3 cr.

Through the decisions of the United States Supreme Court the development of constitutional law is studied. Attention is given to the legal terminology, the history, and the philosophy significant in an understanding of American jurisprudence. Emphasis is given to the influence of legal interpretations on the political, social, and economic life of the nation.

PHILOSOPHY ELECTIVES**SS 421 Ethics**

3 cr.

A study of important ethical theory—the nature of goodness—the meaning of value. The works of both classical and modern philosophers are examined, together with the implications of their views for religion and the sciences. The student is encouraged to make application of each theory to current moral problems.

SS 422 Logic

3 cr.

Deduction and induction—the formal rules of thought: meaning and definition, fallacies, the syllogism, the relations between propositions—and the methods of science: the process of problem solving, the verification of hypotheses, the demonstration of theorems, the weighing of values. Attention is also given to certain major epistemological positions.

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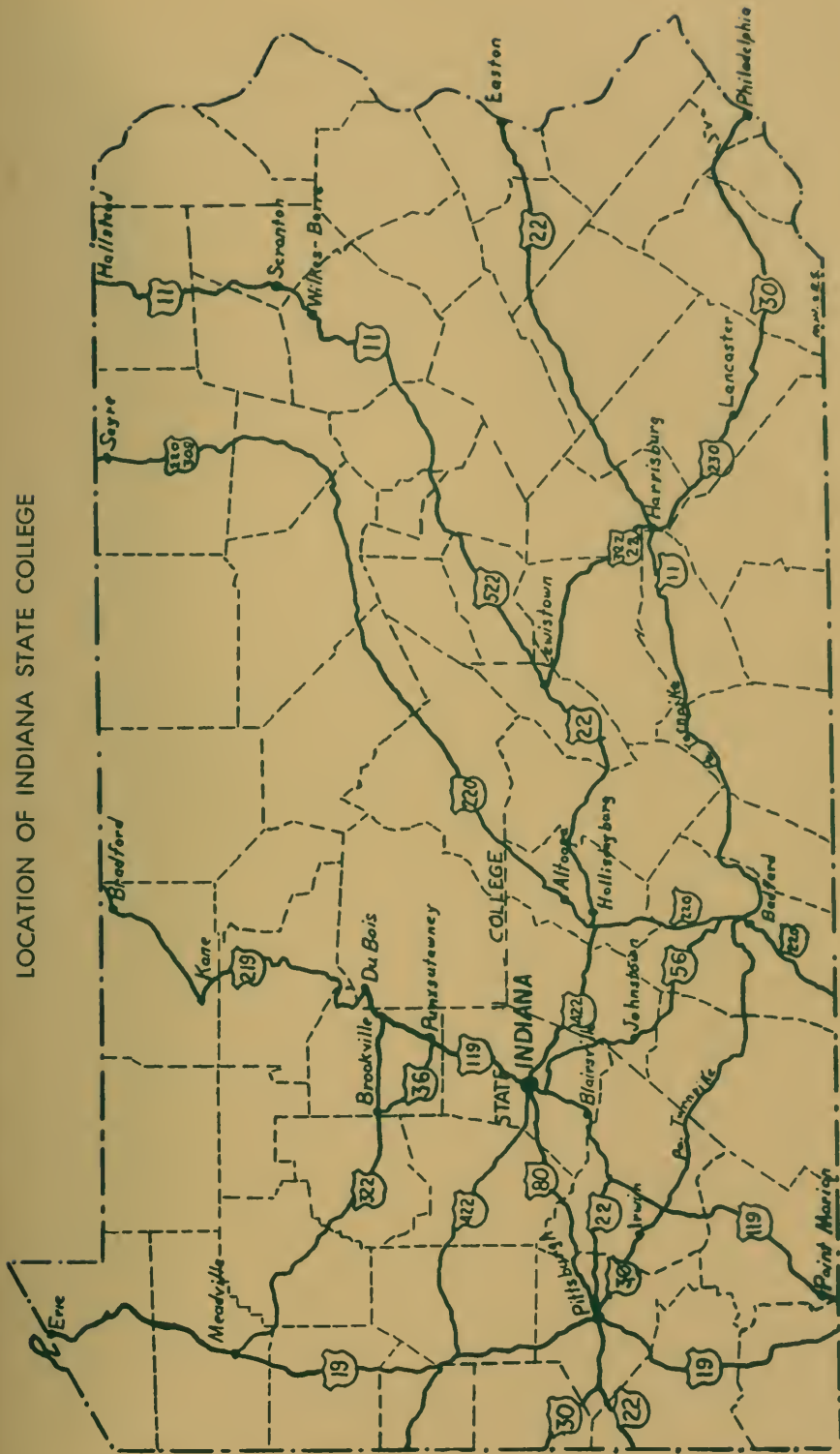
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A detailed map of Indiana showing the location of State College. The map includes major cities like Indianapolis, Fort Wayne, and South Bend, and highlights the college's location near Ellettsburg. It also shows surrounding states like Ohio, Kentucky, and Tennessee, and major highways such as I-75 and I-65.



The State College at Indiana Pennsylvania offers
curricula preparing teachers in a variety of fields.

Art	History
Biology	Home Economics
Business	Mathematics
Chemistry	Music
Dental Hygiene	Physics
Dramatics	Public School Nursing
Driver Education	Safety Education
Elementary	Science
English	Social Studies
French	Spanish
Geography	Speech
Guidance	Graduate work in Ele- mentary and Secondary



